

St. Joseph's College
New York

Undergraduate Catalogue
2014-2015



2014-2015 UNDERGRADUATE CATALOGUE



ST. JOSEPH'S COLLEGE, NY 2014-2015 UNDERGRADUATE CATALOGUE

BROOKLYN CAMPUS
245 CLINTON AVENUE
BROOKLYN, NEW YORK
11205-3688
718.940.5800

LONG ISLAND CAMPUS
155 WEST ROE
BOULEVARD
PATCHOGUE, NEW
YORK 11772-2325
631.687.5100

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1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

NOTICE OF NONDISCRIMINATION POLICY AS TO STUDENTS

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered

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programs. This policy is implemented in compliance with all applicable federal, state, and local statutes or regulations. Inquires regarding this policy should be addressed to Compliance Coordinator, St. Joseph's College, 245 Clinton Ave., Brooklyn, NY 11205- 3688.



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

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245 Clinton Avenue,
Brooklyn, NY 11205
718.940.5300

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ACADEMIC CALENDAR (BROOKLYN CAMPUS)



- [Fall Semester 2014](#)
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- [Spring Semester 2015](#)
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FALL SEMESTER 2014

Sep. 2 (Tue)	New Student Orientation
Sep. 2 (Tue)	Graduate Management Studies Classes Begin
Sep. 3 (Wed)	Undergraduate and Graduate Classes Begin. Cycle A Online Classes Begin
Sep. 3-9	Late Registration and Program Changes.
Sep. 5	Friday Session I Begins
Sep. 6	Saturday Session 1, X and Y Begin
Sep. 7	Sunday Session 1, X and Y Begin
Sep. 8	Investiture
Sep. 9	Tuesday Session 1 Begins
Sep. 23	Founders Day Lecture
Sep. 24	Last Day to opt to take courses on Pass/No Credit Basis
Sep. 26	Sunday Session 2 Begins
Oct. 2	Honors Convocation
Oct. 12-13	Holiday—Columbus Day
Oct. 15	Last day to file for May 2015 Graduation
Oct. 17	Friday Session 2 Begins
Oct. 18	Saturday Session 2 Begins
Oct. 21	Tuesday Session 2 Begins
Oct. 22	College Wide Meeting Day - Long Island Campus. No

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Classes for Undergraduate only

Oct. 23	Last day to withdraw from classes.
Oct. 25	Cycle A Online Classes end
Oct. 26	Cycle B Online Classes Begin
Nov. 2	NYC Marathon - No Classes
Nov. 27 - Nov. 30	Thanksgiving Recess (Wed. Nov. 26- Classes beginning at 4:00pm or later Will Meet)
Dec. 6 (Sat)	Last day of Classes for Graduate Management Studies
Dec. 8 (Mon)	Last day of Semester length Undergraduate and Graduate Classes
Dec. 9 (Tue)	Study Day; No Classes
Dec. 10 - 16	Final Examination Period (Dec. 17 will be alternate date if exams are missed because of snow.)
Dec. 16	Cycle B Online Classes end
Jan. 16	Make-up exams for final exam absentees (Arts & Sciences) - Fall 2014 semester
Jan. 20	Make-up exams for final exam absentees (Professional Studies) - Fall 2014 semester

WINTER INTERSESSION 2015

Jan. 5 -20	Winter Intercession Courses (Jan. 17 - Sat. will be used to make up for snow day.)
Jan. 19	Holiday - Martin Luther King Day

SPRING SEMESTER 2015

TBA	New Student Orientation
Jan. 21 (Wed.)	Graduate management Studies Classes Begin
Jan. 22 (Thur)	Undergraduate and Graduate Classes Begin
Jan. 22- 28	Late Registration and Program Changes.
Jan. 23	Friday Session 3 Begins
Jan. 24	Saturday Session 3, X and Y Begin
Jan. 25	Sunday Session 3, X and Y Begin
Jan. 27	Tuesday Session 3 Begins
Feb. 12	Last day to opt to take courses for Pass/No Credit Basis
Feb. 15 & 16	Holiday—President's Day
Feb. 17	Study Day. Snow Make-up Day if needed
Mar. 6	Friday Session 4 Begins
Mar. 7	Saturday Session 4 Begins
Mar. 11	College Wide Meeting Day- Brooklyn Campus. No Classes.
Mar. 13	Last day to withdraw from classes

Mar. 15 Sunday Session 4 Begins
 Mar. 17 Tuesday Session 4 Begins
 Apr. 2-12 Spring Break/Easter Recess
 May 6 Last day of Semester length Undergraduate and Graduate
 (Wed.) Classes
 May 7 Snow Day
 (Thur)
 May 8 Study Day - No Classes
 (Fri)
 May 9 Last day of classes for Graduate Management Studies
 (Sat)
 May 11- Final Examination Period
 15
 June 12 Make-up exams for final exam absentees (**Arts& Sciences**) -
 Spring 2015 semester
 June 15 Make-up exams for final exam absentees (**Professional
 Studies**) - Spring 2015 semester

SUMMER SESSIONS 2015

**The dates below pertain to Undergraduate Summer Semester
 Classes. For Summer Graduate Classes, please consult with the
 Program Director of your Graduate Program.**

May 25 Mon Memorial Day - No Classes
 May 26 Tue Undergraduate Classes Begin
 Session I M- May 26 – June 22
 TH
 Session II M- June 29 – July 23
 TH
 Session III M, May 27 – July 20
 W
 Session III T,TH May 26 – July 23



The mission of St. Joseph's College
 is to provide a strong academic
 and value-oriented education at the

CONTACT

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245 Clinton Avenue,
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FALL SEMESTER 2014

Aug. 26	Orientation for Freshmen
Aug. 28	Freshmen Parent Orientation
Sep. 2	Orientation for Transfer Students
Sep.2 (Tue)	Graduate Management Studies Classes Begin
Sep. 3 (Wed.)	Undergraduate and Graduate Classes Begin. Cycle A Online Classes Begin.
Sep 3-9	Late Registration and Program Changes.
Sep. 6 (Sat)	Weekend College Trimester Classes Begin
Sep. 18	Investiture (7:00 pm)
Sep. 24	Last day to opt to take courses Pass/No Credit Basis
Oct. 9	Honors Convocation (7:00 pm)
Oct. 13	Holiday - Columbus Day
Oct. 15	Last day to file for May 2015 Graduation
Oct. 22	College Wide Meeting Day – Long Island Campus No Classes Between 7:50AM – 4:30 PM; Classes Resume at 4:45 PM
Oct. 23	Last day to withdraw from classes
Oct. 25	Cycle A Online Classes end.
Oct. 26	Cycle B Online Classes Begin
Nov. 27- Nov. 30	Thanksgiving Recess (Wed. Nov. 26 Classes Beginning at 4:00pm or later will Not Meet.)
Dec. 6 (Sat.)	Last day of Classes for Graduate Management Studies

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- Dec. 8 Last Day of Undergraduate and Graduate Classes
(Mon)
- Dec. 9 Study Day; No Classes
(Tue)
- Dec. 10-16 Final Examination Period (Dec. 17 will be alternate date if exams are missed because of snow.)
- Dec. 16 Cycle B Online Classes end.
- Dec. 21 Last day of Weekend College Trimester Classes
(Sun.)
- Jan. 16 Make-up exams for final exam absentees – Fall 2014 semester

WINTER INTERSESSION 2015

- Jan. 5- 20 Winter Intersession Courses. (**Jan. 17, Saturday, will be used to make up for snow day.**)
- Jan. 19 Holiday – Martin Luther King Jr. Day

SPRING SEMESTER 2015

- Jan.20 New Student Orientation
- Jan. 22 Undergraduate and Graduate Classes Begin
(Thur)
- Jan. 22-28 Late Registration and Program Changes.
- Jan. 24 Weekend College Trimester Begins
(Sat.)
- Feb. 12 Last day to opt to take courses on Pass/No Credit Basis
- Feb. 16 Holiday - President's Day
- Feb. 17 Study Day/Snow Day (**Can Be Used as a Snow Make-Up Day if Necessary**)
- Mar. 11 College Wide Meeting Day - Brooklyn Campus - **No Classes**
- Mar. 13 Last day to withdraw from classes
- Apr. 2 -12 Spring Break/Easter Recess
- May 6 Last Day of Undergraduate and Graduate Classes
(Wed)
- May 7 Snow Make-Up Day
(Thur)
- May 8 Study Day, No Classes
(Fri)
- May 10 Last day of Weekend College Trimester Classes
(Sun.)
- May 11-15 Final Examination Period
- June 12 Make-up exams for final exam absentees – Spring 2015 semester

SUMMER SESSIONS 2015

The Session I-III dates below pertain to Undergraduate Summer Classes. For Graduate Summer Classes, please consult with the Program Director of your Graduate Program.

May 16 Sat. Weekend College Summer Trimester Begins

May 25 Mon. Holiday- Memorial Day

May 26 Tue. Commencement - **No Classes**

Session I M-H May 27 – June 23

Session II M-H June 29 – July 23

Session III M, W
May 27 – July 20

Session III T, H May 28 – July 23

Aug. 23 Sun. Last day of Weekend College Summer Trimester Classes



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THE COLLEGE (BROOKLYN CAMPUS)



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MISSION AND GOALS OF ST. JOSEPH'S COLLEGE

The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement. The College aims in this way to prepare each student for a life characterized by integrity, intellectual and spiritual values, social responsibility, and service-a life that is worthy of the College's motto, *Esse non videri*: "To be, not to seem."

Independent and coeducational, St. Joseph's College provides affordable private education that serves a diverse population of academically eligible students.

St. Joseph's College affirms the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere, students are challenged to develop their full potential and are encouraged to acquire a spirit of inquiry and a joy in learning.

To accomplish this mission, St. Joseph's College has established the following goals:

- to offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;
- to encourage students to develop personal value systems and

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- responsible self-direction;
- to foster committed participation in the local and global communities;
- to help students develop as whole persons by providing individual attention, interactive teaching, and opportunities for active participation in academic and extracurricular programs;
- to prepare students for their careers by offering the necessary professional and pre-professional education;
- to provide for the needs of a diversified student population with varied educational and professional experiences;
- to foster an environment of openness to the exploration and understanding of diverse ideas, traditions and cultures;
- to support educational programs and services that will contribute to the vitality of the communities served by the Brooklyn and Suffolk Campuses.

HISTORY

St. Joseph's College for Women, as it was then known, was founded by the Sisters of St. Joseph of Brentwood, in response to the need for a day college for young women. The College received its provisional charter from the Regents of the University of the State of New York on February 24, 1916. From its earliest days, the College articulated its mission in terms of academic quality, value orientation, and career preparation. These values, coupled with the financial support and leadership of the Sisters of St. Joseph, brought early success and the College quickly outgrew its original facilities at 286 Washington Avenue. In 1918 the College moved to its present site at 245 Clinton Avenue, and the first baccalaureate degrees were conferred on twelve graduates on June 17, 1920. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The Regents granted St. Joseph's College an Absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, who served as Dean of the College and later its President, guided its growth during the significant years that followed.

Under the visionary leadership of Msgr. Dillon, the College placed great emphasis on the holistic development of each student, encouraging personal independence and integrity. This student-centered culture has continued to characterize the College. Academically, the College pioneered in the study of child development, and in 1934 opened a laboratory pre-school, now the renowned Dillon Child Study Center.

With a reputation for strong academic programs and a faculty dedicated to excellence in teaching, the College undertook its first extensive building program during the presidency of Sister Vincent Therese Tuohy. McEntegart Hall Library opened in 1965 and the Dillon Child Study Center in 1968.

Sister George Aquin O'Connor's presidency, 1969-1997, coincided with a period of radical change in higher education. To meet new societal needs, the College admitted men to full matriculation, developed the Suffolk Campus in Patchogue, Long Island, created the School of Professional and Graduate Studies for adult students, introduced undergraduate programs in Accounting, Business, Nursing, health professions, and a Master's program in Child Study. In support of these academic programs, Callahan Library was constructed on the Patchogue Campus in 1988. For the enrichment of student life, the Danzi Athletic Center opened on the Suffolk Campus in 1997.

Sister Elizabeth A. Hill, MA, JD, elected President in 1997, has emphasized the importance of both continuity and change. Undergraduate programs continue to grow even as the College has introduced new Master's programs in Management, Executive MBA, Literacy, Nursing, Special Education, Human Resource Management, Hospitality and Tourism Management and MFA in Writing. Reflecting the technological world in which we live, all college classrooms are now smart classrooms, equipped with the latest technological support. All buildings are wired, and the two campuses are connected with video-conferencing, enabling a number of courses to be taught simultaneously on both campuses. The Business and Technology Center opened on the Suffolk Campus in 2001 and a 25 acre Athletic Complex was added to the campus in 2012. The purchase of the St. Angela Hall property in 2001 made possible major renovations in the landmark-status buildings on the Brooklyn Campus. A 44,000 square foot multipurpose building holding athletic facilities as well as space for academic programs and parking will open in 2014.

At ninety-eight years, the College looks back on a history of innovation and adaptability to changing circumstances and needs. The College has grown from its roots in Brooklyn, with its first graduating class of twelve students to two campuses and an enrollment of over 5000 students and thirty thousand alumni. The College looks forward to celebrating the one hundredth anniversary of its founding with renewed dedication to transforming lives, one student at a time.

LOCATION

St. Joseph's College has two campuses: the main campus is located in the residential, historic Clinton Hill section of Brooklyn, and the Suffolk branch campus is located in Patchogue, Long Island.

The Brooklyn Campus is spread over four city blocks and offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the Greater New York Metropolitan area to the College each day, where they enjoy the freedom of campus life while profiting from the many cultural advantages of New York City. Within the space

of one half hour, students leaving St. Joseph's College may find themselves in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall and Lincoln Center, the Broadway theatre district, Madison Square Garden, Citi Field or Barclay's Center.

The College itself stands in the center of one of the nation's most diversified academic communities, consisting of six colleges and universities within a two-mile radius of each other. St. Joseph's College offers its students easy access to the other colleges and such cultural facilities as the Brooklyn Academy of Music, the Brooklyn Public Library, and the Brooklyn Museum of Art.

The Long Island Campus is located in Patchogue. The thirty-two acre campus is bounded on the south by West Roe Boulevard and on the north by Sunrise Highway. It is easily accessible from the south shore locations via Southern State, Sunrise Highway (Exit 52), and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nicolls Road or Route 112.

FACILITIES-BROOKLYN CAMPUS

SISTER VINCENT THERESE TUOHY HALL

Named in memory of a late President of the College, the Administration Building contains classrooms, an auditorium, computer facilities, student government offices, student lounges, a gymnasium, fitness center, and administrative offices. The chemistry and physics laboratories, and the art studio are on the third floor. The college nurse and the Office of Career Development and Engagement are also housed here.

BURNS HALL

This beautiful Federal-style building contains formal parlors, a formal dining room, a chapel, the Admissions Offices, student lounge and kitchen, and the biology instructional and research laboratories.

ST. JOSEPH'S HALL

This five story building houses the Office of Institutional Advancement, the Alumni Office and the Director of Security. The beautiful Bloodgood garden, located behind St. Joseph's Hall, provides space for alumni reunions, student gatherings, and receptions.

LORENZO HALL

Lorenzo Hall, located at 265 Clinton Avenue, houses the administrative offices of the Executive Dean, Academic Advisement, Council for the Arts, Office of Graduate Management Studies and several academic department offices.

MCENTEGART HALL

McEntegart Hall, a fully air-conditioned five-story structure, houses the college library and archive.

The first floor of McEntegart Hall houses the Library with a large reading area, student lounge area and numerous study carrels that provide an excellent research environment. There are three private Group Study Rooms where students and faculty can connect a laptop to the flat screen televisions for easier viewing. In addition, each Group Study Room is equipped with a white board wall to facilitate learning. Laptops, cables for audio-visual connection to the televisions and white board supplies are all available to borrow from the Library.

The first floor of the Library features a Faculty Resource Center where faculty enjoy the use of computers and private work space. There are twenty-four PC desktop computers available for use in the Library in the main Reading Room as well as ten Macintosh desktop computers available for use at the "Computer Bar." The Library Information Technology Center (LITC) is also located on the first floor of the Library, this classroom provides students access to twenty-four PC desktop computers and also one PC desktop computer for instructor use. The Library's Reference Collection is located in the central stacks on the first floor of the Library.

The Library's collection contains over 161,132 items, including books, serial back files, e-books and other paper materials (including government documents). The library also has 368 microforms within its collection.

The Library's Collection also includes two special collections: The Local History and Rare Book Collections are both located on the first floor of the Library. In addition to these resources, the Library offers the use of 11 laptops, 2 netbooks and 4 iPods.

Patrons have access to numerous full-text electronic databases. A fully automated and integrated library system, Voyager 7.0 by the ExLibris Group, ensures efficient retrieval and management of library resources.

McEntegart Hall Library is a member of Academic Libraries of Brooklyn (ALB) and Metropolitan New York Library Council (METRO), which grants students access to libraries throughout the city and provides resource sharing on a regional basis. Full membership in OCLC (Online Computer Library Center), allows limitless access to all types of resources. In addition, the Library is a member of the Catholic Research Resources Alliance (CRRA) which allows our patrons to borrow materials from other member libraries in the area. The Library provides reference and instruction services to all patrons via chat, email, telephone and in-person. In addition the Library provides one-to-one research consultations for all library patrons, available upon request.

The Curriculum Library, located on the third floor of McEntegart Hall, includes centralized children's books and textbooks, provides support to the Child Study curriculum. Adjacent to the Curriculum Library there is a seminar room available for private study.

McEntegart Hall also houses the College Archive, located on the second floor. The Archive contain more than 3,200 images, *Footprints* (the Brooklyn campus yearbook) and *Horizons* (the Patchogue campus yearbook), newspaper clippings from 1916-present, and the original College charters. Other Archive collections include the Board of Trustee meeting minutes, college publications such as *Loria*, *245*, *SJC College Magazine*, *Alumnagram*, and the course catalogs.

The Library's website (<http://mcentegart.sjcny.edu>) provides constantly updated information to Library patrons.

ST. ANGELA HALL

This former elementary and high school was acquired in 2001 and contains sixteen classrooms, the ACES Center, the Office of Campus Ministry, some faculty offices, an auditorium, video conference room and lounge.

COMPUTER FACILITIES

A high-speed, fiber optic intra-campus and inter-campus network connects all offices, classrooms, computer labs and libraries on both the Brooklyn and Long Island campuses. The network provides both wired and wireless internet access to all students, faculty and staff. All classrooms are equipped with projectors, computers, speakers, and DVD/VCR players that provide our faculty with an easy tool to display content to their students. Several of our classrooms are outfitted with SMART's interactive whiteboards that allow professors to save their whiteboard notes and distribute to students easily.

Two real telepresence video conference classrooms, connect the two campuses, allowing for a real-time distant learning experience. The rooms are equipped with SMART interactive whiteboards, high definition video cameras, televisions, document camera, and computers.

MySJC Portal, is a single sign-on portal that gives students a convenient way to access their personal records including billing, grades, financial aid, class schedules, Google Apps email, Blackboard and more.

Students are provided with a Google Apps account for communication and collaboration. Included is over 25GB of storage and the power of Gmail, Google Chat, Google Calendar, and Google Drive.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their

home computers.

DILLON CHILD STUDY CENTER

This Center, an enduring memorial to Monsignor William T. Dillon, late President of the College and founder of the Child Study Department and its Laboratory Preschool, opened in 1968.

The first floor of the Dillon Center contains the offices of the Director, school nurse, staff offices and a conference room. The Center’s preschool inclusion class and three-year old class, with a joined observation booth, and a multi-purpose room are also located on the first floor. Two preschool classrooms and a Kindergarten room, each with its own observation booth, are located on the second floor, as well as staff offices with additional rooms for therapy, and library resources. These facilities make possible increased service to the community.

The Center provides for an enrollment of approximately 100 preschool children. The Center also facilitates the growth of auxiliary programs and inter-institutional cooperation with early childhood and elementary schools, colleges, and other educational agencies.

THE OUTDOOR THEATRE

Overlooking the Mall is the Molloy Memorial Outdoor Theatre.

THE HILL CENTER

Located on Vanderbilt Avenue, between Willoughby and DeKalb avenues, the new 43,623 square-foot Brooklyn gym will feature a 270-seat NCAA regulation basketball and volleyball court, a fully equipped fitness center, locker rooms, an athletic training room and a multipurpose room. The Brooklyn Bears’ new home is slated to open in September 2014.

LONG ISLAND BRANCH CAMPUS, PATCHOGUE, LONG ISLAND

For full description of Long Island Campus facilities, see [Long Island Branch Campus](#).

ACCREDITATION AND MEMBERSHIPS

ACCREDITATION

The College is accredited by the following:

Middle States Commission on Higher Education
3624 Market Street

Philadelphia, PA 19104-2680
215-662-5600

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The College's Nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN)

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
404-975-5000
www.acenursing.org

The College's teacher education programs (Early Childhood, Childhood, Early Childhood: Disabilities: and Adolescence Education: Biology, Chemistry, English, Mathematics, Social Studies and Spanish) are accredited by the Council for the Accreditation of Educator Preparation (CAEP)

Council for the Accreditation of Educator Preparation (CAEP)
2010 Massachusetts Avenue
NW, Suite 500
Washington, DC 20036
202-223-0077

The College's Recreation and Leisure Studies program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).

National Recreation and Parks Association
22377 Belmont Ridge Road
Ashburn, Virginia 20148-4501
800-626-6772
www.nrpa.org/coa

The College's programs are registered with the

New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, New York 12230
518-474-5851

The College's programs are approved by the New York State Education Department for the training of veterans.

MEMBERSHIP

The College is a member of many associations, including the following:

Association of American Colleges and Universities

College Entrance Examination Board
Commission on Independent Colleges and Universities, State of
New York
Council for Adult and Experiential Learning
Council for Higher Education Accreditation
Council of Independent Colleges
Hispanic Association of Colleges and Universities
Long Island Association
Long Island Regional Advisory Council on Higher Education
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National League for Nursing
Servicemembers Opportunity Colleges
The College Board



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONTACT

BROOKLYN CAMPUS

245 Clinton Avenue,
Brooklyn, NY 11205
718.940.5300

LONG ISLAND CAMPUS

155 West Roe
Boulevard
Patchogue, NY
11772
631.687.5100

MENU

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THE COLLEGE (LONG ISLAND CAMPUS)



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MISSION AND GOALS OF ST. JOSEPH'S COLLEGE

The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement. The College aims in this way to prepare each student for a life characterized by integrity, intellectual and spiritual values, social responsibility, and service—a life that is worthy of the College's motto, *Esse non videri*: "To be, not to seem."

Independent and coeducational, St. Joseph's College provides affordable private education that serves a diverse population of academically eligible students.

St. Joseph's College affirms the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere, students are challenged to develop their full potential and are encouraged to acquire a spirit of inquiry and a joy in learning.

To accomplish this mission, St. Joseph's College has established the following goals:

- to offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;
- to encourage students to develop personal value systems and

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- responsible self-direction;
- to foster committed participation in the local and global communities;
- to help students develop as whole persons by providing individual attention, interactive teaching, and opportunities for active participation in academic and extracurricular programs;
- to prepare students for their careers by offering the necessary professional and pre-professional education;
- to provide for the needs of a diversified student population with varied educational and professional experiences;
- to foster an environment of openness to the exploration and understanding of diverse ideas, traditions and cultures;
- to support educational programs and services that will contribute to the vitality of the communities served by the Brooklyn and Suffolk Campuses.

HISTORY

St. Joseph's College for Women, as it was then known, was founded by the Sisters of St. Joseph of Brentwood, in response to the need for a day college for young women. The College received its provisional charter from the Regents of the University of the State of New York on February 24, 1916. From its earliest days, the College articulated its mission in terms of academic quality, value orientation, and career preparation. These values, coupled with the financial support and leadership of the Sisters of St. Joseph, brought early success and the College quickly outgrew its original facilities at 286 Washington Avenue. In 1918 the College moved to its present site at 245 Clinton Avenue, and the first baccalaureate degrees were conferred on twelve graduates on June 17, 1920. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The Regents granted St. Joseph's College an Absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, who served as Dean of the College and later its President, guided its growth during the significant years that followed.

Under the visionary leadership of Msgr. Dillon, the College placed great emphasis on the holistic development of each student, encouraging personal independence and integrity. This student-centered culture has continued to characterize the College. Academically, the College pioneered in the study of child development, and in 1934 opened a laboratory pre-school, now the renowned Dillon Child Study Center.

With a reputation for strong academic programs and a faculty dedicated to excellence in teaching, the College undertook its first extensive building program during the presidency of Sister. Vincent Therese Tuohy. McEntegart Hall Library opened in 1965 and the Dillon Child Study Center in 1968.

Sister George Aquin O'Connor's presidency, 1969–1997, coincided with a period of radical change in higher education. To meet new societal needs, the College admitted men to full matriculation, developed the Suffolk Campus in Patchogue, Long Island, created the School of Professional and Graduate Studies for adult students, introduced undergraduate programs in Accounting, Business, Nursing, health professions, and a Master's program in Child Study. In support of these academic programs, Callahan Library was constructed on the Patchogue Campus in 1988. For the enrichment of student life, the Danzi Athletic Center opened on the Suffolk Campus in 1997.

Sister Elizabeth A. Hill, MA, JD, elected President in 1997, has emphasized the importance of both continuity and change. Undergraduate programs continue to grow even as the College has introduced new Master's programs in Management, Executive MBA, Literacy, Nursing, Special Education, Human Resources Management Hospitality and Tourism Management and MFA in Writing. Reflecting the technological world in which we live, all college classrooms are now smart classrooms, equipped with the latest technological support. All buildings are wired, and the two campuses are connected with videoconferencing, enabling a number of small advanced courses to be taught simultaneously on both campuses. The Business and Technology Center opened on the Suffolk Campus in 2001 and a 25 acre Athletic Complex was added to the campus in 2012. The purchase of the St. Angela Hall property in 2001 made possible major renovations in the landmark-status buildings on the Brooklyn Campus. A 44,000 square foot multipurpose building holding athletic facilities as well as space for academic programs and parking will open in 2014.

At ninety-eight years, the College looks back on a history of innovation and adaptability to changing circumstances and needs. The College has grown from its roots in Brooklyn, with its first graduating class of twelve students to two campuses and an enrollment of over 5000 students and thirty thousand alumni. The College looks forward to celebrating the one hundredth anniversary of its founding with renewed dedication to transforming lives, one student at a time.

LOCATION

The Suffolk Campus of St. Joseph's College is located in Patchogue at 155 West Roe Boulevard. It is bounded on the north by Sunrise Highway. It is easily accessible from the south shore locations via Southern State, Sunrise Highway, (Exit 52) and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nicolls Road or Route 112. (See [Maps and Directions](#).)

FACILITIES

The main building, which was named **O'Connor Hall** in 1997 in honor of

S. George Aquin O’Connor, contains:

Administrative and Faculty Offices	Local History Center
Classrooms and Computer Centers	Faculty and Student Lounges
Biology, Chemistry, Physics, and Psychology Laboratories	Offices for Counseling
Nursing Dept. Laboratory	Cafeteria
Art Studios and Music Room	Auditorium and Chapel

The **Callahan Library** at the Long Island Campus is a 25,000 square foot, free-standing facility with seating for more than 300 and access to over 50 public computers. A curriculum library, open lab areas, classrooms, seminar/quiet study rooms, and a video conference room are located in this building. Two state-of-the-art library instruction rooms were added in 2012. The lab includes 28 student workstations; the Smart Board-equipped classroom is furnished for group instruction. Special collections include the Long Island Campus Archive as well as fiction and non-fiction for children and young adults. Catalog holdings include over 165,000 books (print and electronic), audiovisuals, testing kits, and other instructional aids as well as subscriptions to over 37,000 online and print journals. Memberships in the international bibliographic utility OCLC (Online Computer Library Center) and LILRC (Long Island Library Resources Council) facilitate extensive electronic access to available information. Resource sharing is handled through ILLIAD (inter-library loan), enabling students to request delivery of materials available electronically from other libraries to their e-mail accounts (articles) or for pick-up at Callahan Library (books). The LILRC Research Loan Program (RLP) makes it possible for students whose library accounts are in good standing to apply for short-term borrowing privileges at participating libraries.

Courtesy of remote access software, students and faculty enjoy 24/7 accessibility to e-resources both on-site and from home through the college portal. The web-based OPAC (Online Public Access Catalog) encompasses the Callahan and McEntegart (Brooklyn) collections and may be searched by students and faculty at both campuses. Librarians provide library and information literacy instruction throughout the academic program from orientation sessions through thesis preparation. Faculty-selected course materials are available through the Electronic Reserve System and librarian-published LibGuides (online research guides for disciplines/courses offered) are regularly updated. The hours of library service are adjusted throughout the year to meet student needs and are posted in the lobby as well as on the library website (<http://callahan.sjcny.edu/home>).

Computer Facilities. A high-speed, fiber optic intra-campus and inter-campus network connects all offices, classrooms, computer labs and libraries on both the Brooklyn and Long Island campuses. The network provides both wired and wireless internet access to all students, faculty and staff. All classrooms are equipped with projectors, computers,

speakers, and DVD/VCR players that provide our faculty with an easy tool to display content to their students. Several of our classrooms are outfitted with SMART's interactive whiteboards that allow professors to save their whiteboard notes and distribute to students easily.

Two real telepresence video conference classrooms, connect the two campuses, allowing for a real-time distant learning experience. The rooms are equipped with SMART interactive whiteboards, high definition video cameras, televisions, document camera, and computers.

MySJC Portal, is a single sign-on portal that gives students a convenient way to access their personal records including billing, grades, financial aid, class schedules, Google Apps email, Blackboard and more.

Students are provided with a Google Apps account for communication and collaboration. Included is over 25GB of storage and the power of Gmail, Google Chat, Google Calendar, and Google Drive.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their home computers.

The **Clare Rose Repertory Theatre** is an integral part of the development of St. Joseph's College and serves as a major teaching facility for the college's theatre courses, as well as the performance space for the college and local theatre productions.

The **John A. Danzi Athletic Center** opened in Spring 1997. It includes a heated competition swimming pool, aerobics studio, strength training room, fitness room, 12,000 square foot gymnasium and an elevated track with 6 basketball nets, 2 volleyball nets, locker rooms and multi purpose classroom.

The 24.8 acre **Athletic Complex** opened in April 2012. It is located approximately one mile east of the L.I. Campus on Sunrise Hwy. Service Road. The complex is home to the Golden Eagles Men's and Women's Tennis, Soccer, and Track & Field teams, Women's Lacrosse, Softball and Baseball.

In addition, the Campus features parking facilities for more than 900 cars. This beautiful suburban setting provides a unique background for a satisfying intellectual, social, and extra-curricular collegiate experience.

Main Campus-Brooklyn

The main campus is located in the residential, historic Clinton Hill section of Brooklyn. St. Joseph's College is spread over four city blocks and offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the Greater New York Metropolitan area to the College each day, where they enjoy the freedom of campus

life while profiting from the many cultural advantages of New York City. Within the space of one half hour, students leaving St. Joseph's College may find themselves in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall and Lincoln Center, the Broadway theatre district, Madison Square Garden, Citi Field, or Barclay's Center.

The College itself stands in the center of one of the nation's most diversified academic communities, consisting of six colleges and universities within a two-mile radius of each other. St. Joseph's College offers its students easy access to the other colleges and such cultural facilities as the Brooklyn Academy of Music, the Brooklyn Public Library, and the Brooklyn Museum of Art.

ACCREDITATION AND MEMBERSHIPS

ACCREDITATION

The College is accredited by the following:

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680
215-662-5600

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The College's Nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN).
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
404-975-5000
www.acenursing.org

The College's teacher education programs (Early Childhood, Childhood, Early Childhood: Disabilities, Childhood: Disabilities; and Adolescence Education: Biology, Chemistry, English, Mathematics, Social Studies and Spanish) are accredited by the Council for the Accreditation of Educator Preparation (CAEP)

Council for the Accreditation of Educator Preparation (CAEP.)
2010 Massachusetts Avenue
NW, Suite 500
Washington, DC
202-223-0077

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Council for Higher Education Accreditation
Council of Independent Colleges
Hispanic Association of Colleges and Universities
Long Island Association
Long Island Regional Advisory Council on Higher Education
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National League for Nursing
Servicemembers Opportunity Colleges
The College Board



CONTACT

BROOKLYN CAMPUS
245 Clinton Avenue,

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ADMISSIONS AND FINANCES (UNDERGRADUATE - BROOKLYN CAMPUS)



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APPLICATION PROCEDURE FOR SECONDARY SCHOOL STUDENTS

Application forms for Fall and Spring semesters may be obtained from the Office of Admissions and are also available on-line at www.sjcnny.edu. St. Joseph's College also participates in The Common Application. Students in secondary school should send an application preferably in their seventh semester. Each application is reviewed individually. In addition to the completed application, freshman applicants are requested to submit the following:

- Secondary school transcript
- Standardized test scores (SAT or ACT)
- Two letters of recommendation
- Essay or personal statement of 200–350 words
- \$25 application fee

All applications are evaluated on an individual basis. Successful applications will typically have earned:

- A high school diploma or equivalent
- A Regents diploma for NY State residents
- Satisfactory scores on either the SAT or ACT exam
- A strong academic program that includes
 - * 4 units of English
 - * 3 units of Mathematics
 - * 4 units of Social Studies
 - * 2 units of a Foreign Language
 - * 3 units of Science
 - * 2 elective units

MATHEMATICS REQUIREMENT

While three years of college preparatory mathematics are required for admission, four years of college preparatory mathematics are suggested for those who plan to major in mathematics, computer information systems, chemistry, biology, business administration, and for premedical students.

ADMISSIONS DECISIONS

Students will receive an admissions decision approximately one month of receipt of all credentials.

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EARLY ADMISSION PLAN

This plan is designed for students of high academic standing with a social maturity beyond their grade level. The Admissions Council will consider high school students for entrance into the College at the conclusion of their junior year in high school. Basic requisites are high academic achievement, parental approval and very strong recommendations from high school guidance personnel. Students must take the College Entrance Examination Board Scholastic Assessment Test in the Fall of their junior year. This program may be considered only in high schools which offer very strong academic preparation.

STANDARDIZED TESTS

In most cases, every candidate for admission to the freshman class must take the SAT Reasoning Test administered by the College Entrance Examination Board. Requests for the bulletin of information and application forms should be addressed to:

College Board ATP
CN 6200
Princeton, New Jersey 08541-6200
(609) 771-7600

The scores on the SAT will be forwarded to the colleges listed on the candidate's application. St. Joseph's requires official scores. Our codes are as follows:

SAT – 2802
ACT – 2890

PLEASE CONSULT THE COLLEGE OFFICE AT YOUR HIGH SCHOOL FOR SAT OR ACT TEST DATES, OR CALL THE ADMISSIONS OFFICE AT (718) 940-5800.

NOTE: Students applying for academic scholarships and awards should arrange to take the SAT or ACT in the second half of Junior Year or in the first half of Senior Year.

INTERNATIONAL STUDENTS

International students seeking admission should file their applications several months in advance of the anticipated matriculation date. Application deadline for Fall admission is March 1; for Spring admission, September 1. A fee of U.S. \$25.00 must accompany the application form. Students must submit official school records and scores on either the Test of English as a Foreign Language (TOEFL) or the Scholastic Assessment Test (SAT). Applicants must have a minimum TOEFL score of 550 (paper-based), 79–80 (Internet-based), or 213 (computer-based) to be considered for admission. The TOEFL and SAT information bulletins and registration forms are available in areas outside of the United States.

A notarized affidavit of financial responsibility must be submitted at the time of acceptance. Admission to St. Joseph's College is contingent upon the acquisition of a valid student visa (F-1) from the United States Department of Immigration and Naturalization Service.

CONDITIONAL PROGRAM ACCEPTANCE/COLLEGE ENRICHMENT PROGRAM

Students who exhibit college potential but do not meet general admissions standards, are accepted on a "conditional" basis. They are enrolled for five courses, one of which is a special section of [SJC 100](#). With the support of this course and with the help of a faculty advisor, the College assumes that the student will be able to make satisfactory progress at this institution.

CANDIDATES' REPLY DATE

Students who have been accepted for admission should reply by December 1 (for the Spring term) or May 1 (for the Fall term) to confirm their choice of St. Joseph's. Late applicants will be expected to confirm their acceptance within one week of notification. For acceptance deposit, see [Statement of Costs](#).

PRE-REGISTRATION, PROGRAMMING, AND PLACEMENT

Students are notified in advance of the pre-registration conference dates for the Fall and Spring semesters. During the pre-registration period for September (Fall) entrants, which is usually scheduled in May, the Chairpersons of Departments are available for group and individual consultation. Students who are undecided as well as those who have selected a major are encouraged to take advantage of this opportunity to discuss interests and educational goals with the Chairpersons. Under their advisement, the students then make their course selections for the fall term. Students are required to submit documentation regarding MMR immunization and meningococcal meningitis vaccination prior to the first day of class.

Students who apply or are accepted after the official pre-registration period, are advised by the Admissions Office of alternate registration dates. Transfer students have individual program conferences with the Transfer Counselor and Department Chairperson.

ADVANCED PLACEMENT

Students who have taken advanced placement courses in secondary school may apply for college credit. St. Joseph's grants

advanced placement and credit on the basis of the candidate's score on the Advanced Placement Examination administered by the College Entrance Examination Board and subject to approval of the Departmental Chairpersons in whose field the advanced study has been done.

At pre-registration, it is the student's responsibility to inform advisors of any A.P. credit in order to avoid duplication of course work.

Freshmen may also enroll with advanced standing upon presentation and review of an official transcript for college-level work completed.

INTERNATIONAL BACCALAUREATE

St. Joseph's recognizes the advanced level of the International Baccalaureate (IB) Program. The College awards credit for International Baccalaureate courses taken at the Higher Level in which the student earns a score of 5 or better. Equivalence of courses is determined by the Department Chairperson. The student is responsible to submit an official IB transcript to the College.

COLLEGE PROFICIENCY EXAMINATIONS

Matriculated students may apply for credit or placement for the equivalent of St. Joseph's College courses on the basis of their successful completion of examination sponsored by:

1. CLEP-The College Board's College-Level Examination Program (Box 2815, Princeton, New Jersey 08541)
2. RCE-The New York State Education Department's Regents College Examinations (State Education Department, Cultural Education Center, Albany, New York 12230)
3. USAFI-United States Armed Forces Institute (Commission on Accreditation of Service Experiences of the American Council on Education, One Dupont Circle, Washington, D.C. 20036)

Students who wish credit or placement on the basis of any of these exams should have a copy of their scores forwarded from the sponsoring agency to the Registrar of St. Joseph's College. When a decision has been reached, the student will receive written confirmation of the credit or placement granted.

RE-ADMISSION

A student who has withdrawn from the College and who wishes to return must complete the appropriate re-admission process as outlined below.

1. Students who attended another post-secondary institution after withdrawing from St Joseph's College must re-apply for admission through the Office of Admissions. Official transcripts from all colleges attended must be submitted and will be reviewed for admission and transfer credit purposes.
2. Students who, after withdrawing from St. Joseph's College, did not attend any other post-secondary institution, may obtain an application for re-admission from the Registrar or the Dean.
3. Students who wish to return to the College within one year after an approved leave of absence, and have not attended any other institution, must meet with an academic advisor prior to registering for classes.
4. Students who wish to return after being dismissed for academic reasons must file an application for re-instatement with the Academic Dean.

TRANSFER STUDENTS: POLICIES AND PROCEDURES

Transfer students are welcome at both our Brooklyn and Long Island Campuses. The College believes that transfer students add a new dimension by bringing fresh ideas and varied experiences.

Whenever possible, students who wish to transfer to St. Joseph's should file their applications at least three months in advance of the expected date of matriculation. Transfer students should request that official transcripts from all former colleges, marked catalogues of former colleges and a listing of courses in progress be sent to the Admissions Office, St. Joseph's College.

St. Joseph's College provides for a block transfer of courses, up to 64 credits, for students who have earned an Associate in Arts, or an Associate in Science (with science emphasis) degree in certain transfer programs at an accredited Community or Junior college.

Transfer credit for an Associate in Applied Science degree varies. In general, the two year programs leading to the A.A.S. degree have been designed for immediate career preparation. St. Joseph's cannot guarantee, therefore, that it will transfer all or most of the courses and credits earned as part of the A.A.S. degree. The determination rests upon the program followed, the choice of elective courses, and articulation with the major to be followed at St. Joseph's.

Records of students without an Associate degree will be evaluated on an individual basis in accordance with our Transfer Policy.

Prospective transfer students are encouraged to forward their transcripts to the Counselor for Transfer Students requesting an individual evaluation.

If a student transferring to St. Joseph's has an Associate degree, the student is not required to submit a high school record as part of the admissions procedure. This policy also applies to students without an Associate degree who have successfully completed 24 college credits.

Each student will be given an official Review of Transfer Record, which will indicate courses and credits transferred, and any

courses still needed to satisfy the St. Joseph’s College Core Curriculum, as outlined in the current catalogue.

To complete requirements for the Baccalaureate degree, the student is responsible for any core requirements still outstanding; a major of 30 or more credits; any other requirements of the major; and a total of 128 credits, of which a minimum of 90 must be in the liberal arts for a B.A. degree.

Ordinarily, the minimum residence requirements for a St. Joseph’s degree is three semesters, or 48-50 credits. Students who transfer to SJC as juniors are usually expected to complete their course and credit requirements at St. Joseph’s College.

For students desiring to matriculate for their senior year, an interview will be required with the Academic Dean as well as with the Director of Admissions to determine the educational desirability of such a transfer.

APPLICANTS FOR SCHOLARSHIPS AND AWARDS

High School Seniors: For scholarship consideration, the College requires that all forms (SJC application, high school transcript, and SAT results) be received by the Admissions Office before March 15 for the Fall semester and January 1 for the Spring semester.

SCHOLARSHIPS AND GRANTS

St Joseph’s College has an extensive Scholarship and Grant Program. Criteria for scholarship eligibility are determined by the college’s scholarship committee and are reviewed each year. A list of scholarships may be found on pages 29-30.

Eligibility for a scholarship or grant is based on a combination of factors including GPA, SAT scores, high school achievements, rank in class, letters of recommendation and personal statements.

Transfer Students are also eligible for Academic Achievement Scholarships. A minimum GPA of 3.0 is required for consideration.

TRANSFER APPLICANTS FOR SCHOLARSHIPS AND AWARDS

The College requires that all forms (SJC application and transcript(s)) be received before August 1 for the Fall semester and January 1 for the Spring semester.

STATEMENT OF COSTS 2014-2015

A remittance of \$25 is payable when the application for admission is filed. The application fee is a service fee and is in no case returnable.

ANNUAL TUITION AND FEES

FULL-TIME STUDENTS

Tuition-July to June	\$22,200 per year
College Fee	\$125 per semester
Mandated Accident Insurance	\$10.00 per semester
Student Activities	\$150 per year*
Technology Fee	\$100 per semester
Health and Accident Insurance	See Health & Acc. Ins.

*This fee is levied by the Student Council for the support of student organized activities.

PART-TIME STUDENTS

Tuition	\$720 per credit
College Fee	
1 to 7 credits	\$13 per credit
8 to 11 credits	\$96 per semester
Mandated Accident Insurance	\$10.00 per semester
Student Activities	\$35 per semester*
Technology Fee	
1 to 7 credits	\$40 per semester
8 to 11 credits	\$100 per semester

*This fee is levied by the Student Council for the support of student organized activities.

NON-MATRICULATED STUDENTS

(Taking less than 12 cts./semester; if more than 12 cts. see full-time student rates)

Total tuition charges and fees must be paid at registration.

Tuition	\$720 per credit
Registration Fee	\$20
Insurance Fee	\$10.00 per semester
College Fee	See Part-Time

Student Activities	See Part-Time
Technology Fee	See Part-Time

SPECIAL FEES

Laboratory fee (Bio, Chem, Physics, Psychology, Studio Art—Consult course listing for specific fee.)	\$20-\$100 per course
Graduation fee	\$125
Late Registration fee	\$25
Make-up examination fee	\$25
Change of program (each form)	\$20
Child Study Program fee (Junior Year-Second Term)	\$50
Transcript	\$5
Identification card	\$5
Parking Fee (payment of this fee does not guarantee a spot)	\$50 per semester
Tuition Extension Fee	\$25-100
Orientation Fee	\$150

TUITION POLICY

In addition to a non-refundable \$25 application fee, all new full-time students accepted for admission must make a tuition deposit of \$250 and part-time students \$80 at the time of registration. The deposit is not refundable, but it will be credited toward the first term's tuition. This deposit is only good for two years from the time the deposit is made.

A student's bill for tuition and fees is based on the number of credits for which a student intends to register, less applicable financial aid or scholarships for that semester. Scholarships or student aid may only be subtracted if all related applications and other information have been submitted on a timely basis. Payment of the remaining balance constitutes "Clearance" by the Bursar's Office.

Bills for the semester must be cleared by the Bursar's Office before students may attend class. Students who do not receive financial clearance from the Bursar's Office will not be officially registered at the College for that semester. Students may not enroll for a successive semester until their accounts have been completely satisfied.

St. Joseph's College makes available several tuition financing options through our tuition deferment programs. The two monthly budgeting programs the College offers are Tuition Management Systems and Academic Management Services. Basically, these programs are designed to afford students the opportunity to pay their educational expenses in monthly installments. Students may elect to contract with either of these services for a nominal initial participation fee prior to or at the beginning of each new academic year. Students interested in either of the two plans may obtain brochures and applications in the Bursar's Office. Additional information may be obtained by calling AMS at 1 (800) 635-0120 and the TMS at 1 (800) 722-4867.

The accounts of students who are unable to pay what is owed by the first day of class (other than those who are enrolled with either the Tuition Management Systems or Academic Management Services), will automatically default to St. Joseph's College Tuition Extension Agreement. Unlike the other two deferment programs, under St. Joseph's College Tuition Agreement, a finance charge will be assessed.

Questions regarding the College's tuition policy, should be addressed to the Bursar at the Long Island Campus at (631) 687-4566.

STUDENTS WHO FAIL TO COMPLY WITH THESE REGULATIONS WILL BE SUBJECT TO SUSPENSION UNTIL THE REQUIREMENTS ARE MET.

FLAT-RATE. The flat rate for tuition covers 33 credits per academic year. In this way, the College's requirement of 128 credits can be achieved in eight terms. Full-time students—those taking at least 12 credits—are charged the flat rate of \$22,200 per academic year. Inter-session and Summer Session courses are not included within the flat-rate tuition. Full-time students who take more than 33 credits per academic year will be charged \$720 for each additional credit. Up to 18 of the 33 credits may be taken in one semester without an additional charge.

PER CREDIT. Part-time students – those taking fewer than 12 credits – are charged \$720 per credit.

Neither a transcript nor a diploma will be issued until all financial obligations are settled. The College reserves the right to alter tuition charges and fees when such changes become necessary.

HEALTH AND ACCIDENT INSURANCE

All full-time students will be required to carry Health and Accident Insurance. This fee will be charged in the Fall and Spring semesters. If a student is currently covered by another policy of greater or equal value, the SJC Insurance may be waived. Waiver forms are available in the Dean of Students Office, on both campuses, or can be downloaded from the SJC website at www.sjcnyc.edu. Please read and follow all the instructions on the Waiver Form. This form must be completed and returned to the Office of Student Life each Fall by October 1. Health and Accident Insurance must be waived each year if not desired.

If the student is enrolled for the entire school year, the Health Insurance Coverage for the Fall semester is \$716.00 and for the Spring semester it is \$941.00. For those students entering the College in the Spring semester the fee will be \$1,060.00 (subject to change).

Students who were part-time in the Fall semester and full-time in the Spring semester will automatically receive insurance coverage for the Spring and will automatically be charged in the Spring semester only. Any student already covered by another policy may complete and submit a waiver form to the Dean of Students Office by February 1, each Spring.

INTERNATIONAL STUDENTS: International students who require insurance coverage in excess of the limits provided by the student accident and sickness plan can request enrollment in a plan tailored to the international student. International students who wish to participate in the International Plan must obtain an Enrollment Form from the Dean of Students Office.

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE: TUITION REFUNDS

Full-time students who receive permission to withdraw from a single course are not entitled to a refund, unless the withdrawal involves extra credits, paid for by the point. In such cases, the student may ask for a refund of the extra tuition within the first four weeks of the term. Part-time students who withdraw from a course may also apply for a refund.

Withdrawal from the College may entitle a student to a refund of tuition but not of fees.

The percentage of refund will be determined according to the following schedule:

<i>Withdrawal Effective</i>	<i>% of Refund</i>
Prior to beginning of term	100%
Within First Two Calendar Weeks	80%
Within Third Calendar Week	60%
Within Fourth Calendar Week	40%
Within Fifth Calendar Week	20%
After Fifth Calendar Week	No Refund

This schedule does not apply to the tuition deposit required of first time students. This deposit is not refundable. In the absence of written notification, the date of withdrawal is determined by the Dean.

Federal Title IV recipients should see the [Return of Title IV Funds](#) section of this catalogue.

Refunds of financial aid awards, student loans, etc., are not refundable until the actual funds have been received by the College and the student’s eligibility for the funds has been determined.

A refund will not be granted to a student who is dismissed or who withdraws while under disciplinary action.

A student who feels that his/her individual circumstances warrant an exception to the College’s refund policy may submit a written appeal for special consideration to the Assistant to the C.F.O. The decision is subject to appeal to the Chief Financial Officer.

Once the Bursar’s Office has determined that a student is eligible to receive a refund, it will automatically be processed by the office. This typically occurs after the fifth calendar week of the semester. If a student would like to carry the credit to a future semester he/she will have to complete and submit a “Carry Credit Request Form” to the Bursar’s office. The Carry Credit forms are available on the SJC website under Bursar’s office. These forms can be found in the link titled Bursar Forms.

If the refund includes funds from a Parent’s Plus Loan, a separate “Refund Application Form” will be sent to the parent from the Bursar’s Office. This form requires the parent’s signature before any funds can be released.

SCHOLARSHIPS AND FINANCIAL AID PROGRAMS

All matriculating students, including transfer students, may apply for financial aid. Consideration for a scholarship or financial aid from St. Joseph’s College is dependent upon making application and receiving official notification of acceptance into the College.

FINANCIAL AID

APPLICATION PROCEDURES

To be considered for federal, state and institutional sources of financial aid, students should follow these procedures each academic year.

1. Complete the Free Application for Federal Student Aid (FAFSA) designating St. Joseph’s College, Brooklyn NY as a recipient. The student will be asked to enter St. Joseph’s federal school code, which is 002825 for the Brooklyn Campus. The FAFSA may be completed online at www.fafsa.ed.gov, or a paper FAFSA may be completed and mailed in to the Federal Student Aid Processor.
2. New York State Residents should also complete the New York State Tuition Assistance Program (TAP) application. After completion of the FAFSA, a student may file the TAP application at www.hesc.org. Undergraduate students should indicate code #0755.
3. If the student’s FAFSA is selected by the processor for verification, the student will be asked to provide additional documentation to the Office of Financial Aid. The documentation will be compared to the FAFSA, and corrections will be made as necessary. The Office of Financial Aid must be in receipt of the documentation, and all necessary

corrections must be made before awards can be disbursed.

4. Priority for certain financial aid programs will be given to students who adhere to the following recommended filing dates:

Fall entering new students:	February 25
Fall entering transfer students:	March 15
Continuing students:	April 30
Spring entering students:	November 1 (new and transfers)

REQUIREMENTS AND RESPONSIBILITIES OF STUDENT AID RECIPIENTS

All students who receive financial aid are responsible for understanding the academic standards they must meet in order to maintain eligibility for specific programs. Federal financial aid recipients should consult the Federal Financial Aid Programs section of this catalogue. Recipients of St. Joseph's college scholarships and grants should consult the St. Joseph's College Financial Aid Programs section of this catalogue. New York State financial aid recipients should consult the New York State Financial Aid Programs section of this catalogue.

Students must notify the Office of Financial Aid in writing of the amounts and sources of any outside aid that they may be receiving. For example, students should inform the Office of Financial Aid about a scholarship that they may be receiving from a community organization.

STUDENT EXPENSE

In order to aid in financial planning, the Office of Financial Aid has provided the following table of estimated costs at St. Joseph's College. All costs are subject to change.

ST. JOSEPH'S COLLEGE FULL-TIME UNDERGRADUATE PROGRAM 2014-15 STUDENT EXPENSES

Annual Institutional Costs

Tuition	\$22,200
College Fee	\$250
Mandated Accident Insurance	\$20
Student Activity Fee	\$150
Technology Fee	\$200
Special Fees (per lab course)	\$20-\$150

Annual Non-Institutional Costs (estimated)

Loan Fees	\$92
Books and Supplies	\$1000
Personal Expenses	\$1500
Transportation	\$2000
Dependent Living Expense	\$3000
Independent Living Expense	\$6000

FEDERAL FINANCIAL AID PROGRAMS

To receive federal student aid, a student must: 1) have a high school diploma or a General Educational Development (GED) certificate, or complete a high school education in a homeschool setting approved under state law; 2) be enrolled or accepted as a regular student in an eligible degree or certificate program; 3) be a U.S. citizen, U.S. National, or eligible non-citizen; 4) have a valid Social Security Number (unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau); 5) be registered with Selective Service if you are male (you must register between the ages of 18 and 25); 6) maintain satisfactory academic progress in college; 7) sign certifying statements on the FAFSA stating that you are not in default on a federal student loan and do not owe a refund on a federal grant; and 8) certify that you will use federal student aid only for educational purposes.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FEDERAL FINANCIAL AID RECIPIENTS

Satisfactory academic progress is defined as proceeding toward successful completion of degree requirements. The SJC Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. The official record of the SJC Registrar is reviewed to determine student compliance with this Policy. **Satisfactory Academic Progress is reviewed**

and determined at the conclusion of each semester. Students enrolled in certificate programs will be evaluated at the mid-point of their program.

This Policy pertains only to applicants for federal assistance. A recipient of an SJC institutional scholarship, tuition remission, or an institutional grant must meet the eligibility requirements of the respective program. The New York Tuition Assistance Program (TAP), as well as any other state sponsored programs, has their own, specific progress policies. We encourage you to review the Office of Financial Aid website. If you have questions about the monitoring of satisfactory progress not addressed in this policy, please contact our office.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

1. Not exceed a maximum number of hours to complete the degree program:
Undergraduate students must not exceed 192 credits.
Graduate students must not exceed 54 credits.
Students enrolled in certificate programs must not exceed 36 credits.
2. Maintain a cumulative Graduation/Retention Grade Point Average:
Undergraduate students must maintain a cumulative GPA of 2.0.
Graduate students must maintain a cumulative GPA of 3.0.
3. Successfully complete at least 75% of the total cumulative hours attempted. This includes **all courses attempted at SJC as well as courses transferred into SJC that are applicable to a student's program**. For example, a student who has attempted a cumulative total of 55 hours must have successfully completed at least 41 credit hours to meet the requirement ($55 \times .75 = 41.25$; round decimals down to whole numbers).

COURSES/GRADES USED IN DETERMINING SATISFACTORY ACADEMIC PROGRESS:

All coursework attempted, including any dropped, repeated, reprieved or remedial courses or withdrawals recorded on the SJC Transcript at the time of the progress check are considered when determining if the student has exceeded the maximum number of hours for degree completion and has completed 75% of the total cumulative hours attempted.

The following grades indicate successful completion of a course: "A," "B," "C," "D," or "P".

The following grades indicate a course was not successfully completed: "F","I", "AB", "WD", "WF", "WU", "FN", "NC", or a course for which a grade was not entered.

Audit courses are not counted in the total hours attempted for any semester or as successful completion of a course. Independent study, correspondence and extension courses may count toward successful completion of hours attempted if they are completed by the last day of the semester. For information about eligibility and payment of aid for these types of courses, please contact the Financial Aid Office.

Transfer coursework must be reflected on the SJC Transcript to be considered for purposes of financial aid eligibility

FAILURE TO MAINTAIN SATISFACTORY ACADEMIC PROGRESS:

A student who exceeds the maximum number of hours allowed for degree completion will be suspended from future financial aid until the reason for the excessive hours can be adequately documented.

A student who either fails to achieve the required cumulative Graduation/Retention GPA, or to complete at least 75% of the total hours attempted, will be placed on financial aid warning for the following semester of enrollment at SJC. A student may receive financial aid while on warning. At the end of the warning period, if a student is meeting the Satisfactory Academic Progress requirements, he/she will regain unconditional eligibility for federal financial aid programs. If a student has not met the requirements, he/she will have eligibility for federal financial aid suspended. Please see below.

FINANCIAL AID SUSPENSION:

A student denied assistance based on the Satisfactory Academic Progress Policy may submit a written appeal to the Financial Aid Appeals Committee. An appeal form is included in the suspension notification letter. The appeal and supporting documentation must be received in the SJC Financial Aid Office by the deadline reflected in the suspension notification letter. The appeal should speak **in detail** to mitigating or extenuating circumstances that affected the student's academic performance, i.e., severe physical injury or mental trauma.

A student suspended for exceeding the maximum hours allowed for degree completion should also have the academic advisor complete the "Remaining Hours Required for Degree Completion" form if extenuating circumstances require the student to exceed the maximum hours limit. The form is included in the suspension notification letter.

Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Financial Aid Appeals Committee. Depending upon the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the refund policy in the in the SJC Catalog.

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting **both** of the following criteria:

1. Achieve the required cumulative Graduation/Retention GPA or the required Semester GPA (Undergraduate = 2.00;

Graduate = 3.00); and,

2. Successfully complete 75% of the total cumulative hours attempted or 75% of the hours attempted for that semester.

A student may regain eligibility by attending SJC for the academic year **without the benefit of federal financial aid** and meeting the SAP eligibility criteria. A student may also regain eligibility by transferring work into SJC from an accredited institution. Transfer work must be reflected on the SJC transcript to be considered for purposes of federal financial aid eligibility.

Withdrawal From the College (Return of Title IV Funds)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the aid is awarded. When a student withdraws from the college, he or she may no longer be eligible for the full amount of federal aid originally awarded. If a federal financial aid recipient withdraws after beginning attendance, and before the 60% point in the term, the amount of federal grant and/or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be entitled to a post-withdrawal disbursement.

FEDERAL PELL GRANT

Pell grants are available to matriculated, undergraduate students who have not already earned a bachelor's degree. Eligibility is based on Expected Family Contribution (EFC) from the FAFSA application and the student's enrollment status. Award amounts for the 2014-15 academic year range from \$585 to \$5730 annually. The amount of pell grant funds a student may receive over the course of his/her education is limited by a federal law to be the equivalent of six full time years of funding.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

FSEOG is available to eligible undergraduate students who demonstrate exceptional financial need. At SJC, a student must be pell eligible and have a 0 Expected Family Contribution (EFC) to be considered. Annual award amounts at SJC for the 2014-15 academic year range from \$350 to \$700 due to limited funding. FSEOG is awarded on a first-come, first-served basis.

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study (FWS) Program is offered through the federal campus-based aid program and provides employment opportunities to eligible students. Actual award amounts are based on the student's financial need, pay-rate, amount of contracted hours and funding availability. FWS funds at SJC are received in the form of a monthly paycheck for hour worked. FWS funds are limited and positions are filled on a first-come, first-served basis. An offer of FWS on an award letter does not guarantee position availability. Please contact the Office of Financial Aid for job availability and more information.

FEDERAL PERKINS LOAN

Perkins loans are awarded to matriculated students with exceptional financial need. Award amounts depend on student's financial need and funding availability. Perkins funds are limited and are awarded on a first-come, first-served basis. The loan features a 5% fixed interest rate which does not begin to accrue until the student enters repayment. Repayment begins 9 months after a student graduates or ceases to be enrolled at least half time. After acceptance of a Perkins loan, the Office of Financial Aid will contact the student to complete a promissory note and other required documentation.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOANS

Direct Subsidized Loans are available to eligible undergraduate students who are enrolled at least half time (6 credits per semester). Students must have financial need to qualify. No interest accrues on this loan while the student is enrolled for at least 6 credits per semester. As of July 1, 2012 Direct Subsidized Loans issued during 2012-13 and thereafter will begin accruing interest during the 6 month grace period after the student ceases to be enrolled half time. Repayment begins 6 months after the student ceases to be enrolled half time. Direct Subsidized Loans have annual limits based on grade level, and aggregate lifetime limits. First time borrowers will be required to complete a Master Promissory Note (MPN) and entrance counseling session. If you are a first time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that you can receive subsidized loans. If the time limit applies to you, you may not receive subsidized loans for more than 150 percent of the published length of the program.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOANS

Direct Unsubsidized Loans are available to eligible undergraduate and graduate students who are enrolled at least half time (6 credits per semester). Financial need is not a requirement. Interest begins accruing when the loan is disbursed. Repayment begins 6 months after the student ceases to be enrolled at least half time. Direct Unsubsidized Loans have annual limits, and aggregate lifetime limits. First time borrowers will be required to complete a Master Promissory Note (MPN) and entrance counseling session.

FEDERAL DIRECT PARENT PLUS LOAN

Direct PLUS Loans are a credit-based loan available to the parents of dependent, undergraduate students who are enrolled at least half time (6 credits per semester). The annual loan limit is the student's cost of attendance minus any other financial aid. The parent who wishes to borrow will need to complete a credit check and a Master Promissory Note (MPN).

NEW YORK STATE FINANCIAL AID PROGRAMS

For additional information on any New York State Programs, including questions of eligibility, please contact New York State Higher Education Services Corporation (NYSHESC) at (888) NYS-HESC or visit their website at www.hesc.org.

TUITION ASSISTANCE PROGRAM (TAP)

Full-time students in an approved program of study who meet New York State residency requirements may be eligible for up to \$5,000 per academic year. Effective for the 2007-08 academic year and thereafter, TAP is available to students on a part-time basis. To be eligible for Part-Time TAP, a student must have been a first time freshman in the 2006-07 academic year or thereafter, must have earned 12 credits or more in each of two consecutive semesters and maintain a “C” average.

To be eligible for TAP a student must: be a U.S. citizen or eligible non-citizen; be a legal resident of New York State; have graduated from a high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department; be enrolled as a full time student taking 12 or more credits (applicable toward the degree program) per semester; be matriculated in an approved program of study and be in good academic standing; have declared a major no later than within 30 days from the end of the add/drop period in the first term of the student’s junior year; not be in default on any state or federal student loan or on any repayment of state awards; and meet income eligibility requirements. The award amount is determined by the year in which first payment of any state award is received, amount of tuition charges, combined family NYS net taxable income including federal, state or local pension income and private pension and annuity pension income if applicable, financial status and other family members enrolled in college.

AID FOR PART-TIME STUDY (APTS)

Part-time students in an approved program of study who meet New York State residency requirements may be eligible for up to \$2,000 per academic year. Awards cannot exceed tuition.

To be considered for an APTS award a student must: be a U.S. citizen or eligible non-citizen, be a legal resident of New York State; have graduated from a high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department; be enrolled as a part time student taking at least 3 but fewer than 12 credits per semester; be in good academic standing, not have exhausted TAP eligibility; not be in default on any federal or state student loan or on any repayment of state awards; and meet income eligibility requirements.

ADDITIONAL PROGRAMS

In addition to TAP and APTS, NYSHESC administers a variety of additional programs. Some examples of other programs are:

- Flight 3407 Memorial Scholarship
- Flight 587 Memorial Scholarship
- NYS Scholarships for Academic Excellence
- Military Service Recognition Scholarship
- World Trade Center Memorial Scholarship

For information on any of the programs administered by NYSHESC, please call (888) NYS-HESC or visit www.hesc.org.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR NEW YORK STATE AID RECIPIENTS

In order to receive TAP payments a student must be meeting the standards of academic progress set by the New York State Education Department, which consist of two components:

1. Satisfactory Academic Progress: A requirement that a student accumulates a specified number of credits and achieves a specified cumulative grade point average each term. Please refer to the chart below.
2. Pursuit of Program: A requirement that a student completes a certain percentage of credits attempted each term. The percentage, as specified in regulations, begins at 50% of the minimum full-time course load in each term of the first year an award is received, to 75% in each term of the second year an award is received, to 100% in each term of the third year an award is received and thereafter.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner’s approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the definition of “remedial student” are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07.

Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

Undergraduate Level Semester Programs Calendar: Semester 2010-11 and thereafter (non-remedial students)										
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81	96	111
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Note: The 2010-11 enacted NYS budget mandates the following standards of progress, enacted in 2006-07, shall be used for non-remedial students who first receive State aid in 2007-08 through 2009-10 and for students who meet the definition of “remedial student” in 2010-11 and thereafter. The enacted budget defines remedial for purposes of SAP.

Undergraduate Level Semester Programs Calendar: Semester Calendar 2006-07, 2007-08 through 2009-10 and 2010-11 and thereafter remedial students (if student’s first award was in 2010-11 and thereafter, and he/she does not meet the definition of a remedial student, see charts for non-remedial students)										
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Students must meet both the program pursuit requirements and the satisfactory academic progress requirements in each term of payment in order to continue to be eligible. In extraordinary circumstances, a student may be granted a waiver of the minimum requirements. Students are eligible for a waiver only once during their undergraduate career and once during their graduate career. For information about the process of filing a waiver, please contact the Office of the Registrar.

INDIVIDUALS WITH DISABILITIES

Students who are medically diagnosed with a physical, developmental or emotional disability may be eligible for a grant that would help cover tuition, fees and the cost of books. Please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) for more information, or visit their website at www.vesid.nysed.gov.

ST. JOSEPH’S COLLEGE UNDERGRADUATE FINANCIAL AID PROGRAMS

Eligibility for scholarships is based on a combination of factors: GPA, SAT/ACT scores, NYS Regents (if applicable), rank in class and contributions to school and community through activities and service. Some scholarships and grants are based on need as established from the results of the submission of a FAFSA. The following eligibility requirements are effective for students enrolling fall 2014.

BOARD OF TRUSTEES SCHOLARSHIP

Entering freshmen with an outstanding record of academic achievement will be considered for this four-year full-tuition award.

BLANCHE A. KNAUTH SCHOLARSHIP

Entering freshmen female students who demonstrate outstanding academic promise and financial need will be considered for this full-tuition award.

SISTER GEORGE AQUIN O’CONNOR SCHOLARSHIP

Entering freshmen with an outstanding academic record will be considered for this full-tuition award.

PRESIDENTIAL SCHOLARSHIP

Entering freshmen with a minimum 94 unweighted high school grade point average and a combined 1200 critical reading and math SAT are considered for this four year, full tuition award.

PROVOST SCHOLARSHIP

Entering freshmen with a minimum 92 unweighted high school grade point average and a combined 1150 critical reading and math SAT are considered for this four year scholarship of \$15,000 per year.

DEAN’S SCHOLARSHIP

Entering freshmen with a minimum 90 unweighted high school grade point average and a combined 1100 critical reading and math SAT are considered for this four year scholarship of \$13,000 per year.

SCHOLASTIC ACHIEVEMENT AWARD

Entering freshmen students with a minimum 85 unweighted high school grade point average and a combined 1000 critical reading and math SAT will be considered. These four year awards range from \$6,000-\$9,000 per year depending on academic qualifications.

ACADEMIC ACHIEVEMENT SCHOLARSHIP

Entering transfer students with a minimum 3.0 cumulative GPA will be considered for this award. Scholarships range from \$5,000-\$8,000 per year depending on academic qualifications.

ALUMNI GRANT

Entering students who are sons and daughters of SJC alumni are considered for this award. If funding permits, other relatives of alumni may be considered. The amount of this grant varies and is determined and awarded on a yearly basis. An application is required and must be submitted to the Director of Alumni Relations. A separate application, available at www.sjcnj.edu, must be submitted each year by March 1. Alumni grants are determined by the Alumni Association Scholarship Committee.

TWO IN FAMILY GRANT

If two or more siblings of a family are enrolled as full-time undergraduate students at SJC, a \$500 per year grant will be awarded to the eldest student. If twins or spouses are enrolled as full-time undergraduate students, they will each be awarded \$250 per year. If a parent and a child are enrolled as full-time undergraduate students, the parent will be awarded the \$500 grant.

OTHER SJC GRANTS

Grants are determined on the basis of financial need, academic promise, special interests and availability of funds.

ST. JOSEPH’S COLLEGE GRADUATE FINANCIAL AID PROGRAMS

ALUMNI GRADUATE ACADEMIC EXCELLENCE AWARD

St. Joseph’s College graduates who completed their bachelor’s degree with a final cumulative GPA of 3.4 or higher, and who are admitted to a Graduate Program at St. Joseph’s College may be eligible for the one-credit SJC Alumni Graduate Academic Excellence Award. Eligible students are entitled to a one-credit tuition grant in the first fall semester of matriculation as a graduate student. Consult the Office of Admissions for applicable conditions and procedures.

GRADUATE ALUMNI TUITION GRANT

Students who earned their bachelor’s degree from St. Joseph’s College and who are enrolled in a Graduate Program at St. Joseph’s College may be eligible to receive a three or six credit tuition grant. Students eligible for a six-credit grant are entitled to a three-credit grant in the fall semester and a three-credit grant in the spring semester of their last year. If students are eligible for a three-credit grant, the grant will be awarded in the last semester (excluding summer). Consult the Office of Admissions for applicable conditions and procedures.

SAVE TIME SAVE MONEY

Undergraduate students who are accepted into the Graduate Management Studies program can get a head start on an SJC graduate management degree- MBA, MBA in Accounting, MBA in Health Care Management or MS in Management (with concentrations in Organizational Management or Health Care Management or Human Resources Management) by taking graduate courses that would satisfy their undergraduate and graduate degree requirements at the same time. The maximum number of SJC graduate credits that can be taken is six. These graduate credits are billed at the undergraduate tuition rate. This opportunity is restricted to seniors who have met certain requirements. Additional information can be obtained from an academic advisor.

VETERANS INFORMATION

VETERANS AND CHILDREN OF DECEASED VETERANS

St. Joseph's College is fully approved by the New York State Education Department as well as other agencies for college level education programs for veterans under federal and state laws. For more information on these programs, please visit the Department of Veterans Affairs website at www.va.gov

Students with questions concerning financial aid should contact the Office of Financial Aid at (718) 940-5700 for the Brooklyn campus and (631) 687-2600 for the Long Island Campus.

SCHOLARSHIPS AND GRANTS AT ST. JOSEPH'S COLLEGE ARE UNDERWRITTEN IN PART BY THE FOLLOWING SOURCES:

The Edith & Frances Mulhall Achilles Memorial Fund
The Gregg & JoAnne Alfano Endowed Scholarship Fund
The Dion Arroyo Endowed Scholarship Fund
The Sheila Baird Scholarship
The Richard Barry Endowed Scholarship Fund
The H. Joseph Bauch Scholarship Fund
The Sister Margaret Buckley Scholarship Fund
The Sister Mary Florence Burns Scholarship Fund
The Mary Butz Endowed Scholarship Fund
The Louis Calder Scholarship
The Rosemary S. Chapman Memorial Scholarship Fund
The Class of 1964 Endowed Scholarship Fund
The Class of 1969 Endowed Scholarship Fund
The Con Edison Math & Science Endowed Scholarship Fund
The Frances Partridge Connor Scholarship
Contributed Services – Sisters of St. Joseph
The DeBellis Family Scholarship Fund
The Rt. Rev. William T. Dillon Memorial Scholarship Fund
The Thomas A. Doherty Scholarship Fund
The Marygrace Calhoun Dunn Scholarship Fund for the ACES Program
Patricia A. Dyon Endowed Scholarship Fund
The Sister Marie Clotilde Falvey Endowed Scholarship Fund
The James Farrell Endowed Scholarship Fund
The Margaret M. Farrell Endowed Scholarship Fund
The Mary Elizabeth Farrell Scholarship Fund
The Drs. James Aloysius Gibson & Patricia Brozinsky Scholarship Fund
The Agnes Woods Gill Endowed Scholarship Fund
The Elizabeth M. Gimblet & Denis F. Gimblet Memorial Scholarship Fund
The Barry and Sheila Gornick Scholarship Fund
The Emilia Longobardo Govan Endowed Scholarship Fund
Graduate Management Studies Leadership Scholarship Fund
The Sister Joseph Damien Hanlon Endowed Scholarship Fund
The Laura W. Heiden Memorial Scholarship Fund
The S. Elizabeth A. Hill Scholarship Fund
Dr. Mary J. Huschle Endowed Scholarship Fund
The Dorothy & Bernard Kennedy Scholarship Fund
King Kullen Grocery Co., Inc.
The Blanche A. Knauth Endowed Scholarship
The S. Mary Maier Scholarship Fund
The Anne Buckley McAssey Scholarship Fund
The Margaret Welch McDermott Nursing Scholarship
The Linda Morgante Nursing Scholarship
The Morris Family Scholarship Fund
The Eileen Mulcahy Endowed Scholarship Fund
The Mary St. John Murphy Endowed Scholarship
Edna Hall Murray Endowed Scholarship Fund
The Rosemary O'Halloran Scholars
The Sister George Aquin O'Connor Endowed Scholarship Fund
The Annie O'Rourke Endowed Scholarship Fund
The Kathleen Dorothy Beck Panoff Endowed Scholarship Fund

The Roseanne and Richard Pergolis First Generation Scholarship Fund
The Doris Oshinski Powers Endowed Scholarship Fund
The Gilbert Rivera Scholarship Fund
The Erminia Rivera Scholarship Fund
The Sister Joseph Immaculate Schwartz Endowed Scholarship Fund
The Nicholas Scoyni Endowed Scholarship Fund
The Robert and Mary Sheppard Scholarship Fund
The Daniel, Margaret and Elaine Smythe Memorial Scholarship Fund
The Somers Fund for ACES Students
The Kathleen and Ted Sorensen Fund
The Stanley & Grace Spinola Endowed Scholarship Fund
The S. St. Francis Scholarship Fund
Town of Brookhaven Industrial Development Agency Endowed Scholarship Fund
The Janet Prendergast Vickrey Memorial Scholarship Fund
The Michael J. Vignato Scholarship Fund
The Thomas Wendt Scholarship Fund
St. Joseph's College Alumni Scholarships



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONTACT

BROOKLYN CAMPUS

245 Clinton Avenue,
Brooklyn, NY 11205
718.940.5300

LONG ISLAND CAMPUS

155 West Roe Boulevard
Patchogue, NY 11772
631.687.5100

MENU

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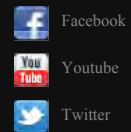
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CONNECT





ADMISSIONS AND FINANCES (UNDERGRADUATE - LONG ISLAND CAMPUS)



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APPLICATION PROCEDURE FOR SECONDARY SCHOOL STUDENTS

Application forms for Fall and Spring semesters may be obtained from the Office of Admissions and are also available on-line at www.sjcny.edu. St. Joseph's College also participates in The Common Application. Students in secondary school should make application preferably in their seventh semester. Each application is reviewed individually. In addition to the completed application, freshman applicants are requested to submit the following:

- Secondary school transcript
- Standardized test scores (SAT or ACT)
- Two letters of recommendation
- Essay or personal statement of 200–350 words
- \$25 application fee

Although a personal interview is not required as part of the admissions process, candidates are encouraged to arrange for an interview with a member of the admissions staff. Such appointments can be made through the Admissions Office, which is open from 8-5 Monday through Friday, Saturday 9-3, and evenings by appointment.

ADMISSION REQUIREMENTS

Admission to St. Joseph's College is competitive. Each applicant is carefully reviewed for indicators of academic achievement and potential. Recognizing that each applicant offers a unique combination of achievement and promise, the Office of Admissions carefully considers all of the components of the application including: academic transcript; co-curricular activities resume; essay or personal statement; letters of recommendation; and standardized test scores.

APPLICANTS FOR SCHOLARSHIPS AND AWARDS

For High School Seniors the priority date for scholarship consideration is March 15 for the Fall semester and January 1 for the Spring semester. Completed admissions applications should be received by these dates.

SECONDARY SCHOOL RECORD

Successful applicants will typically have followed a four-year college preparatory curriculum at an accredited secondary school as listed below:

	<i>Prescribed Units</i>
English	4
Foreign Language	2
Mathematics	3
Social Studies	4
Science	3

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MATHEMATICS REQUIREMENT

While three years of college preparatory mathematics are recommended for admission, four years of college preparatory mathematics are suggested for those who plan to major in mathematics, mathematics/computer science, biology, business administration, and for premedical students.

EXEMPTION FROM SECONDARY SCHOOL ADMISSION REQUIREMENTS

The Admissions Committee at St. Joseph's College is willing to consider the applications of candidates whose college preparation may vary from the prescribed pattern but who give evidence of their ability to do college work. The Admissions Committee will also consider applications from students who submit evidence of a High School Equivalency Diploma based on the successful completion of the General Educational Development Tests (GED).

EARLY ADMISSION PLAN

This plan is designed for students of high academic standing with a social maturity beyond their grade level. The Admissions Committee will consider high school students for entrance into the College at the conclusion of their junior year in high school. Basic requisites are high academic achievement, parental approval and very strong recommendations from high school guidance personnel. Students must take the College Entrance Examination Board Scholastic Assessment Test in the Fall of their junior year. This program may be considered only in high schools which offer very strong academic preparation.

STANDARDIZED TESTS

Candidates for admission to the freshman class should take either the SAT Reasoning Test administered by The College Board or the ACT administered by the American College Testing Service. When taking either exam, indicate St. Joseph's College as a recipient of your test scores and the scores will be forwarded to the College. Requests to have scores sent may also be made online at www.collegeboard.com (SAT) or www.actstudent.org (ACT).

Our school codes are:

SAT – 2841

ACT – 2923

PLEASE CONSULT THE GUIDANCE DIRECTOR AT YOUR SCHOOL FOR SAT AND ACT TEST DATES.

NOTE: Students applying for academic scholarships and awards should arrange to take the SAT or ACT in the second half of Junior Year or in the first half of Senior Year.

INTERNATIONAL STUDENTS

International students who seek admission should file an application, with a \$25 fee, six months in advance of their anticipated matriculation date. In addition to official school credentials, they are required to submit a certificate of health and scores on the Test of English as a Foreign Language. Applicants must have a total score of 550 (paper-based), 213 (computer-based), or 79–80 (Internet based) in order to be considered for admission. The TOEFL bulletin of information and registration form can be obtained in a number of cities outside the United States. The application must be accompanied by an affidavit signed by the person who will be responsible for payment of full tuition and fees in advance.

Admission to St. Joseph's College is contingent upon acquisition of a valid student visa (F-1) from the United States Immigration and Naturalization Service.

ROLLING DECISION PLAN

The Office of Admissions will review applications and credentials as they are received. Admissions notification for the fall begins on November 1 and on a rolling basis thereafter. Notification for the spring semester is on a rolling basis.

CONDITIONAL PROGRAM ACCEPTANCE FOR FRESHMEN

A limited number of students who exhibit college potential, but do not meet general admissions standards, are accepted on a "conditional" basis. They may be limited to four courses, or twelve credits, for the first semester and are provided with a faculty advisor to assist in programming. The College assumes that the student will be able to make satisfactory progress at this institution.

CANDIDATES' REPLY DATE

Students who have been accepted for admission should reply by December 1 (for the spring term) or May 1 (for the fall term) to confirm their choice of St. Joseph's. Late applicants will be expected to confirm their acceptance within two weeks of notification. For acceptance deposit, see [Statement of Costs](#).

REGISTRATION, PROGRAMMING, AND PLACEMENT

Students are notified in advance of the class registration dates for the fall and spring semesters. During the registration period for September (fall) freshman entrants, which is usually scheduled in May, the Chairpersons of Academic Departments are available for group and individual consultation. Students who are undecided as well as those who have selected a major are encouraged to take advantage of this opportunity to discuss interests and educational goals with the Chairpersons. Under their advisement, the students then make their course

selections for the fall term. Students are required to submit documentation regarding MMR Immunization and meningococcal meningitis vaccination prior to the first day of class.

Students who apply or are accepted after the official registration period are advised by the Admissions Office of alternate registration dates.

ADVANCED PLACEMENT

Students who have taken advanced placement courses in secondary school may apply for college credit. St. Joseph's grants advanced placement and credit on the basis of the candidate's score on the Advanced Placement Examination administered by the College Entrance Examination Board and subject to approval of the departmental chairperson in whose field the advanced study has been done.

At registration, it is the student's responsibility to inform advisors of any A.P. credit in order to avoid duplication of course work.

Freshmen may also enroll with advanced standing upon presentation and review of an official transcript for college-level work completed.

INTERNATIONAL BACCALAUREATE

St. Joseph's recognizes the advanced level of the International Baccalaureate (IB) Program. The College awards credit for International Baccalaureate courses taken at the Higher Level in which the student earns a score of 5 or better. Equivalence of courses is determined by the Department Chairperson. The student is responsible to submit an official IB transcript to the College.

COLLEGE PROFICIENCY EXAMINATIONS

Matriculated students may apply for credit or placement for the equivalent of St. Joseph's College courses on the basis of their successful completion of examination sponsored by:

1. CLEP—The College Board's College-Level Examination Program (Box 2815, Princeton, New Jersey 08541)
2. RCE—The New York State Education Department's Regents College Examinations (State Education Department, Cultural Education Center, Albany, New York 12230)
3. USAFI—United States Armed Forces Institute (Commission on Accreditation of Service Experiences of the American Council on Education, One Dupont Circle, Washington, D.C. 20036)

Students who wish credit or placement on the basis of any of these exams should have a copy of their scores forwarded from the sponsoring agency to the Registrar of St. Joseph's College. When a decision has been reached, the student will receive written confirmation of the credit or placement granted.

RE-ADMISSION

A student who has withdrawn from the College and who wishes to return must complete the appropriate re-admission process as outlined below.

1. Students who attended another post-secondary institution after withdrawing from St Joseph's College must re-apply for admission through the Office of Admissions. Official transcripts from all colleges attended must be submitted and will be reviewed for admission and transfer credit purposes.
2. Students who, after withdrawing from St. Joseph's College, did not attend any other post-secondary institution may obtain an application for re-admission from the Office of the Registrar.
3. Students who wish to return to the College within one year after an approved leave of absence, and have not attended any other institution, must meet with an academic advisor prior to registering for classes.
4. Students who wish to return after being dismissed for academic reasons must file an application for re-instatement with the Academic Dean.

TRANSFER STUDENTS: POLICIES AND PROCEDURES

Transfer students are welcome at both our Brooklyn and Long Island Campuses. The College believes that transfer students add a new dimension by bringing fresh ideas and varied experiences.

Whenever possible, students who wish to transfer to St. Joseph's should file their applications at least six months in advance of the expected date of matriculation. Transfer students should request that official transcripts from all former colleges and a listing of courses in progress be sent to the Admissions Office, St. Joseph's College.

St. Joseph's College allows up to 64 transfer credits, for students who have earned an Associate in Arts, or an Associate in Science degree in a transfer program at an accredited Community or Junior college.

Transfer credit for an Associate in Applied Science degree varies. In general, the two year programs leading to the A.A.S. degree have been designed for immediate career preparation. St. Joseph's cannot guarantee, therefore, that it will transfer all or most of the courses and credits earned as part of the A.A.S. degree. The determination rests upon the program followed, the choice of elective courses, and articulation with the major to be followed at St. Joseph's.

Records of students without an Associate degree will be evaluated on an individual basis in accordance with our Transfer Policy.

Prospective transfer students are encouraged to forward their transcripts to the Office of Admissions requesting an individual evaluation.

If a student transferring to St. Joseph's has an Associate degree, the student is not required to submit a high school record as part of the admissions procedure. This policy also applies to students without an Associate degree who have successfully completed 24 college credits.

Each student will be given an official Review of Transfer Record, which will indicate courses and credits transferred, and any courses still needed to satisfy the St. Joseph's College Core Curriculum, as outlined in the current catalogue.

To complete requirements for the Baccalaureate degree, the student is responsible for any core requirements still outstanding; a major of 30 or more credits; any other requirements of the major; and a total of 128 credits, of which a minimum of 90 must be in the liberal arts for a

B.A. degree.

Ordinarily, the minimum residence requirements for a St. Joseph’s degree is three semesters, or 48-50 credits. Students who transfer to SJC as juniors are usually expected to complete their course and credit requirements at St. Joseph’s College.

For students desiring to matriculate for their senior year, an interview will be required with the Academic Dean as well as with the Director of Admissions to determine the educational desirability of such a transfer.

TRANSFER APPLICANTS FOR SCHOLARSHIPS AND AWARDS

The priority date for scholarship consideration is August 1 for the Fall semester and January 1 for the Spring semester. Completed admissions applications should be received by these dates. Please note: transfer applicants for the Child Study program must apply by June 30 for the Fall semester and December 15 for the Spring semester.

Transfer Scholarships are awarded to individuals who meet the following criteria:

1. 3.0 cumulative grade point average or better
2. student must enroll full-time at St. Joseph’s College

STATEMENT OF COSTS 2014-2015

A remittance of \$25 is payable when the application for admission is filed. The application fee is a service fee and is in no case returnable.

ANNUAL TUITION AND FEES

FULL-TIME STUDENTS

Tuition-July to June	\$22,200 per year
College Fee	\$125 per semester
Mandated Accident Insurance	\$10.00 per semester
Parking Fee	\$5 per semester
Student Activities	\$150 per year*
Technology Fee	\$100 per semester
Health and Accident Insurance	See Health & Acc. Ins.

PART-TIME STUDENTS

Tuition	\$720 per credit
College Fee	
1 to 7 credits	\$13 per credit
8-11 credits	\$96 per semester
Mandated Accident Insurance	\$10.00 per semester
Parking Fee	\$5 per semester
Student Activities	\$35 per semester*
Technology Fee	
1 to 7 credits	\$40 per semester
8 to 11 credits	\$100 per semester

NON-MATRICULATED STUDENTS

(Taking less than 12 cts./semester; if more than 12 cts. see full-time student rates)

Total tuition charges and fees must be paid at registration.

Tuition	\$720 per credit
Application Fee	\$25
Insurance Fee	\$10.00 per semester
Parking Fee	\$5 per semester
College Fee	See Part-Time
Student Activities	See Part-Time
Technology Fee	See Part-Time

SPECIAL FEES

Laboratory fee	\$20-\$125 per course
(Science, Psychology, Studio Art—Consult course listing for specific fee.)	
Physical Education Fee	
(Consult course listing for specific fee)	
Graduation fee	\$125
Late Registration fee	\$25
Make-up examination fee	\$25
Change of program (each form)	\$20
Child Study Program fee (Junior Year-Second Term)	\$50
Transcript	\$5
Identification card	\$5
Fee for checks returned by bank	\$25

Tuition Extension Fee	\$25-\$100
Orientation Fee	\$150

*This fee is levied by the Student Council for the support of student organized activities.

TUITION POLICY

In addition to a non-refundable \$25 application fee, all new full-time students accepted for admission must make a tuition deposit of \$250 and part-time students \$80 at the time of registration. The deposit is not refundable, but it will be credited toward the first term’s tuition. This deposit is only good for two years from the time the deposit is made.

A student’s bill for tuition and fees is based on the number of credits for which a student intends to register, less applicable financial aid or scholarships for that semester. Scholarships or student aid may only be subtracted if all related applications and other information have been submitted on a timely basis. Payment of the remaining balance constitutes “Clearance” by the Bursar’s Office.

Bills for the semester must be cleared by the Bursar’s Office before students may attend class. Students who do not receive financial clearance from the Bursar’s Office will not be officially registered at the College for that semester. Students may not enroll for a successive semester until their accounts have been completely satisfied.

St. Joseph’s College makes available several tuition financing options through our tuition deferment programs. The two monthly budgeting programs the College offers are Tuition Management Systems and Academic Management Services. Basically, these programs are designed to afford students the opportunity to pay their educational expenses in monthly installments. Students may elect to contract with either of these services for a nominal initial participation fee prior to or at the beginning of each new academic year. Students interested in either of the two plans may obtain brochures and applications in the Bursar’s Office. Additional information may be obtained by calling AMS at 1-(800) 635-0120 and TMS at 1 (800) 722-4867.

The accounts of students who are unable to pay what is owed by the first day of class (other than those who are enrolled with either the Tuition Management Systems or Academic Management Services), will automatically default to St. Joseph’s College Tuition Extension Agreement. Unlike the other two deferment programs, under St. Joseph’s College Tuition Agreement, a finance charge will be assessed.

Questions regarding the College’s tuition policy, should be addressed to the Bursar at the Long Island Campus at (631) 687-4566.

STUDENTS WHO FAIL TO COMPLY WITH THESE REGULATIONS WILL BE SUBJECT TO SUSPENSION UNTIL THE REQUIREMENTS ARE MET.

FLAT-RATE. The flat rate for tuition covers 33 credits per academic year. In this way, the College’s requirement of 128 credits can be achieved in eight terms. Full-time students—those taking at least 12 credits—are charged the flat rate of \$22,200 per academic year. Inter-session and Summer Session courses are not included within the flat-rate tuition. Full-time students who take more than 33 credits per academic year will be charged \$720 for each additional credit. Up to 18 of the 33 credits may be taken in one semester without an additional charge.

PER CREDIT. Part-time students—those taking fewer than 12 credits—are charged \$720 per credit.

Neither a transcript nor a diploma will be issued until all financial obligations are settled. The College reserves the right to alter tuition charges and fees when such changes become necessary.

HEALTH AND ACCIDENT INSURANCE

All full-time students will be required to carry Health and Accident Insurance. This fee will be charged in the Fall and Spring semesters. If a student is currently covered by another policy of greater or equal value, the SJC Insurance may be waived. Waiver forms are available in the Dean of Students Office, on both campuses, or can be downloaded from the SJC website at www.sjcnj.edu. Please read and follow all the instructions on the Waiver Form. This form must be completed and returned to the Office of Student Life each Fall by October 1. Health and Accident Insurance must be waived each year if not desired.

If the student is enrolled for the entire school year, the Health Insurance Coverage for the Fall semester is \$716.00 and for the Spring semester it is \$941.00. For those students entering the College in the Spring semester the fee will be \$1,060.00 (subject to change).

Students who were part-time in the Fall semester and full-time in the Spring semester will automatically receive insurance coverage for the Spring and will automatically be charged in the Spring semester only. Any student already covered by another policy may complete and submit a waiver form to the Dean of Students Office by February 1, each Spring.

INTERNATIONAL STUDENTS: International students who require insurance coverage in excess of the limits provided by the student accident and sickness plan can request enrollment in a plan tailored to the international student. International students who wish to participate in the International Plan must obtain an Enrollment Form from the Dean of Students Office.

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE: TUITION REFUNDS

Full-time students who receive permission to withdraw from a single course are not entitled to a refund, unless the withdrawal involves extra credits, paid for by the point. In such cases, the student may ask for a refund of the extra tuition within the first four weeks of the term. Part-time students who withdraw from a course may also apply for a refund.

Withdrawal from the College may entitle a student to a refund of tuition but not of fees.

The percentage of refund will be determined according to the following schedule:

<i>Withdrawal Effective</i>	<i>% of Refund</i>
Prior to beginning of term	100%
Within First Two Calendar Weeks	80%
Within Third Calendar Week	60%
Within Fourth Calendar Week	40%

Within Fifth Calendar Week
After Fifth Calendar Week

20%
No Refund

This schedule does not apply to the tuition deposit required of first time students. This deposit is non-refundable.

Federal Title IV recipients should see the [Return of Title IV Funds](#) section of this catalogue.

In the absence of written notification, the date of withdrawal is determined by the Dean.

Refunds of financial aid awards, student loans, etc., are not refundable until the actual funds have been received by the College and the student's eligibility for the funds has been determined.

A refund will not be granted to a student who is dismissed or who withdraws while under disciplinary action.

A student who feels that his/her individual circumstances warrant an exception to the College's refund policy may submit a written appeal for special consideration to the Bursar. That decision is subject to appeal to the Chief Financial Officer.

Once the Bursar's Office has determined that a student is eligible to receive a refund, it will automatically be processed by the office. This typically occurs after the fifth calendar week of the semester. If a student would like to carry the credit to a future semester he/she will have to complete and submit a "Carry Credit Request Form" to the Bursar's office. The Carry Credit forms are available on the SJC website under Bursar's office. These forms can be found in the link titled Bursar Forms.

If the refund includes funds from a Parent's Plus Loan, a separate "Refund Application Form" will be sent to the parent from the Bursar's Office. This form requires the parent's signature before any funds can be released.

SCHOLARSHIPS AND FINANCIAL AID PROGRAMS

All matriculating students, including transfer students, may apply for financial aid. Consideration for a scholarship or financial aid from St. Joseph's College is dependent upon making application and receiving official notification of acceptance into the College.

FINANCIAL AID

APPLICATION PROCEDURES

To be considered for federal, state and institutional sources of financial aid, students should follow these procedures each academic year.

1. Complete the Free Application for Federal Student Aid (FAFSA) designating St. Joseph's College, Patchogue NY as a recipient. The student will be asked to enter St. Joseph's federal school code, which is E00505 for the Long Island Campus. The FAFSA may be completed online at www.fafsa.ed.gov, or a paper FAFSA may be completed and mailed in to the Federal Student Aid Processor.
2. New York State Residents should also complete the New York State Tuition Assistance Program (TAP) application. After completion of the FAFSA, a student may file the TAP application at www.hesc.org. Undergraduate, semester students should indicate code #0758. Undergraduate students enrolled in the Weekend College trimester program should indicate code #0762.
3. If the student's FAFSA is selected by the processor for verification, the student will be asked to provide additional documentation to the Office of Financial Aid. The documentation will be compared to the FAFSA, and corrections will be made as necessary. The Office of Financial Aid must be in receipt of the documentation, and all necessary corrections must be made before awards can be disbursed.
4. Priority for certain financial aid programs will be given to students who adhere to the following recommended filing dates:

Fall entering new students:	February 25
Fall entering transfer students:	March 15
Continuing students:	April 30
Spring entering students:	November 1 (new and transfers)

REQUIREMENTS AND RESPONSIBILITIES OF STUDENT AID RECIPIENTS

All students who receive financial aid are responsible for understanding the academic standards they must meet in order to maintain eligibility for specific programs. Federal financial aid recipients should consult the Federal Financial Aid Programs section of this catalogue. Recipients of St. Joseph's college scholarships and grants should consult the St. Joseph's College Financial Aid Programs section of this catalogue. New York State financial aid recipients should consult the New York State Financial Aid Programs section of this catalogue.

Students must notify the Office of Financial Aid in writing of the amounts and sources of any outside aid that they may be receiving. For example, students should inform the Office of Financial Aid about a scholarship that they may be receiving from a community organization.

STUDENT EXPENSE

In order to aid in financial planning, the Office of Financial Aid has provided the following table of estimated costs at St. Joseph's College. All costs are subject to change.

ST. JOSEPH'S COLLEGE FULL-TIME UNDERGRADUATE PROGRAM 2014-15 STUDENT EXPENSES

Annual Institutional Costs

Tuition	\$22,200
College Fee	\$250
Mandated Accident Insurance	\$20
Parking Fee	\$10
Student Activity Fee	\$150
Technology Fee	\$200
Special Fees (per lab course)	\$20-\$150

Annual Non-Institutional Costs (estimated)

Loan Fees	\$92
Books and Supplies	\$1000
Personal Expenses	\$2000
Transportation	\$2000
Dependent Living Expense	\$3000
Independent Living Expense	\$6000

FEDERAL FINANCIAL AID PROGRAMS

To receive federal student aid, a student must: 1) have a high school diploma or a General Educational Development (GED) certificate, or complete a high school education in a homeschool setting approved under state law; 2) be enrolled or accepted as a regular student in an eligible degree or certificate program; 3) be a U.S. citizen, U.S. National, or eligible non-citizen; 4) have a valid Social Security Number (unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau); 5) be registered with Selective Service if you are male (you must register between the ages of 18 and 25); 6) maintain satisfactory academic progress in college; 7) sign certifying statements on the FAFSA stating that you are not in default on a federal student loan and do not owe a refund on a federal grant; and 8) certify that you will use federal student aid only for educational purposes.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FEDERAL FINANCIAL AID RECIPIENTS

Satisfactory academic progress is defined as proceeding toward successful completion of degree requirements. The SJC Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. The official record of the SJC Registrar is reviewed to determine student compliance with this Policy. **Satisfactory Academic Progress is reviewed and determined at the conclusion of each semester. Students enrolled in certificate programs will be evaluated at the mid-point of their program.**

This Policy pertains only to applicants for federal assistance. A recipient of an SJC institutional scholarship, tuition remission, or an institutional grant must meet the eligibility requirements of the respective program. The New York Tuition Assistance Program (TAP), as well as any other state sponsored programs, has their own, specific progress policies. We encourage you to review the Office of Financial Aid website. If you have questions about the monitoring of satisfactory progress not addressed in this policy, please contact our office.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

1. Not exceed a maximum number of hours to complete the degree program:
Undergraduate students must not exceed 192 credits.
Graduate students must not exceed 54 credits.
Students enrolled in certificate programs must not exceed 36 credits.
2. Maintain a cumulative Graduation/Retention Grade Point Average:
Undergraduate students must maintain a cumulative GPA of 2.0.
Graduate students must maintain a cumulative GPA of 3.0.
3. Successfully complete at least 75% of the total cumulative hours attempted. This includes **all courses attempted at SJC as well as courses transferred into SJC that are applicable to a student's program**. For example, a student who has attempted a cumulative total of 55 hours must have successfully completed at least 41 credit hours to meet the requirement ($55 \times .75 = 41.25$; round decimals down to whole numbers).

COURSES/GRADES USED IN DETERMINING SATISFACTORY ACADEMIC PROGRESS:

All coursework attempted, including any dropped, repeated, reprieved or remedial courses or withdrawals recorded on the SJC Transcript at the time of the progress check are considered when determining if the student has exceeded the maximum number of hours for degree completion and has completed 75% of the total cumulative hours attempted.

The following grades indicate successful completion of a course: "A," "B," "C," "D," or "P".

The following grades indicate a course was not successfully completed: "F","I", "AB", "WD", "WF", "WU", "FN", "NC", or a course for which a grade was not entered.

Audit courses are not counted in the total hours attempted for any semester or as successful completion of a course. Independent study, correspondence and extension courses may count toward successful completion of hours attempted if they are completed by the last day of the semester. For information about eligibility and payment of aid for these types of courses, please contact the Financial Aid Office.

Transfer coursework must be reflected on the SJC Transcript to be considered for purposes of financial aid eligibility

FAILURE TO MAINTAIN SATISFACTORY ACADEMIC PROGRESS:

A student who exceeds the maximum number of hours allowed for degree completion will be suspended from future financial aid until the

reason for the excessive hours can be adequately documented.

A student who either fails to achieve the required cumulative Graduation/Retention GPA, or to complete at least 75% of the total hours attempted, will be placed on financial aid warning for the following semester of enrollment at SJC. A student may receive financial aid while on warning. At the end of the warning period, if a student is meeting the Satisfactory Academic Progress requirements, he/she will regain unconditional eligibility for federal financial aid programs. If a student has not met the requirements, he/she will have eligibility for federal financial aid suspended. Please see below.

FINANCIAL AID SUSPENSION:

A student denied assistance based on the Satisfactory Academic Progress Policy may submit a written appeal to the Financial Aid Appeals Committee. An appeal form is included in the suspension notification letter. The appeal and supporting documentation must be received in the SJC Financial Aid Office by the deadline reflected in the suspension notification letter. The appeal should speak **in detail** to mitigating or extenuating circumstances that affected the student's academic performance, i.e., severe physical injury or mental trauma.

A student suspended for exceeding the maximum hours allowed for degree completion should also have the academic advisor complete the "Remaining Hours Required for Degree Completion" form if extenuating circumstances require the student to exceed the maximum hours limit. The form is included in the suspension notification letter.

Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Financial Aid Appeals Committee. Depending upon the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the refund policy in the in the SJC Catalog.

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting **both** of the following criteria:

1. Achieve the required cumulative Graduation/Retention GPA or the required Semester GPA (Undergraduate = 2.00; Graduate = 3.00); and,
2. Successfully complete 75% of the total cumulative hours attempted or 75% of the hours attempted for that semester.

A student may regain eligibility by attending SJC for the academic year **without the benefit of federal financial aid** and meeting the SAP eligibility criteria. A student may also regain eligibility by transferring work into SJC from an accredited institution. Transfer work must be reflected on the SJC transcript to be considered for purposes of federal financial aid eligibility.

WITHDRAWAL FROM THE COLLEGE (RETURN OF TITLE IV FUNDS)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the aid is awarded. When a student withdraws from the college, he or she may no longer be eligible for the full amount of federal aid originally awarded. If a federal financial aid recipient withdraws after beginning attendance, and before the 60% point in the term, the amount of federal grant and/or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be entitled to a post-withdrawal disbursement.

FEDERAL PELL GRANT

Pell grants are available to matriculated, undergraduate students who have not already earned a bachelor's degree. Eligibility is based on Expected Family Contribution (EFC) from the FAFSA application and the student's enrollment status. Award amounts for the 2014-15 academic year range from \$585 to \$5730 annually. The amount of pell grant funds a student may receive over the course of his/her education is limited by a federal law to be the equivalent of six full time years of funding.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

FSEOG is available to eligible undergraduate students who demonstrate exceptional financial need. At SJC, a student must be pell eligible and have a 0 Expected Family Contribution (EFC) to be considered. Annual award amounts at SJC for the 2014-15 academic year range from \$350 to \$700 due to limited funding. FSEOG is awarded on a first-come, first-served basis.

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study (FWS) Program is offered through the federal campus-based aid program and provides employment opportunities to eligible students. Actual award amounts are based on the student's financial need, pay-rate, amount of contracted hours and funding availability. FWS funds at SJC are received in the form of a monthly paycheck for hour worked. FWS funds are limited and positions are filled on a first-come, first-served basis. An offer of FWS on an award letter does not guarantee position availability. Please contact the Office of Financial Aid for job availability and more information.

FEDERAL PERKINS LOAN

Perkins loans are awarded to matriculated students with exceptional financial need. Award amounts depend on student's financial need and funding availability. Perkins funds are limited and are awarded on a first-come, first-served basis. The loan features a 5% fixed interest rate which does not begin to accrue until the student enters repayment. Repayment begins 9 months after a student graduates or ceases to be enrolled at least half time. After acceptance of a Perkins loan, the Office of Financial Aid will contact the student to complete a promissory note and other required documentation.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOANS

Direct Subsidized Loans are available to eligible undergraduate students who are enrolled at least half time (6 credits per semester). Students must have financial need to qualify. No interest accrues on this loan while the student is enrolled for at least 6 credits per

semester. As of July 1, 2012 Direct Subsidized Loans issued during 2012-13 and thereafter will begin accruing interest during the 6 month grace period after the student ceases to be enrolled half time. Repayment begins 6 months after the student ceases to be enrolled half time. Direct Subsidized Loans have annual limits based on grade level, and aggregate lifetime limits. First time borrowers will be required to complete a Master Promissory Note (MPN) and entrance counseling session. If you are a first time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that you can receive subsidized loans. If the time limit applies to you, you may not receive subsidized loans for more than 150 percent of the published length of the program.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOANS

Direct Unsubsidized Loans are available to eligible undergraduate and graduate students who are enrolled at least half time (6 credits per semester). Financial need is not a requirement. Interest begins accruing when the loan is disbursed. Repayment begins 6 months after the student ceases to be enrolled at least half time. Direct Unsubsidized Loans have annual limits, and aggregate lifetime limits. First time borrowers will be required to complete a Master Promissory Note (MPN) and entrance counseling session.

FEDERAL DIRECT PARENT PLUS LOAN

Direct PLUS Loans are a credit-based loan available to the parents of dependent, undergraduate students who are enrolled at least half time (6 credits per semester). The annual loan limit is the student's cost of attendance minus any other financial aid. The parent who wishes to borrow will need to complete a credit check and a Master Promissory Note (MPN).

NEW YORK STATE FINANCIAL AID PROGRAMS

For additional information on any New York State Programs, including questions of eligibility, please contact New York State Higher Education Services Corporation (NYSHESC) at (888) NYS-HESC or visit their website at www.hesc.org.

TUITION ASSISTANCE PROGRAM (TAP)

Full-time students in an approved program of study who meet New York State residency requirements may be eligible for up to \$5,000 per academic year. Effective for the 2007-08 academic year and thereafter, TAP is available to students on a part-time basis. To be eligible for Part-Time TAP, a student must have been a first time freshman in the 2006-07 academic year or thereafter, must have earned 12 credits or more in each of two consecutive semesters and maintain a "C" average.

To be eligible for TAP a student must: be a U.S. citizen or eligible non-citizen; be a legal resident of New York State; have graduated from a high school in the United States, earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department; be enrolled as a full time student taking 12 or more credits (applicable toward the degree program) per semester; be matriculated in an approved program of study and be in good academic standing; have declared a major no later than within 30 days from the end of the add/drop period in the first term of the student's junior year; not be in default on any state or federal student loan or on any repayment of state awards; and meet income eligibility requirements. The award amount is determined by the year in which first payment of any state award is received, amount of tuition charges, combined family NYS net taxable income including federal, state or local pension income and private pension and annuity pension income if applicable, financial status and other family members enrolled in college.

AID FOR PART-TIME STUDY (APTS)

Part-time students in an approved program of study who meet New York State residency requirements may be eligible for up to \$2,000 per academic year. Awards cannot exceed tuition.

To be considered for an APTS award a student must: be a U.S. citizen or eligible non-citizen, be a legal resident of New York State; have graduated from a high school in the United States, earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department; be enrolled as a part time student taking at least 3 but fewer than 12 credits per semester; be in good academic standing, not have exhausted TAP eligibility; not be in default on any federal or state student loan or on any repayment of state awards; and meet income eligibility requirements.

ADDITIONAL PROGRAMS

In addition to TAP and APTS, NYSHESC administers a variety of additional programs. Some examples of other programs are:

- Flight 3407 Memorial Scholarship
- Flight 587 Memorial Scholarship
- NYS Scholarships for Academic Excellence
- Military Service Recognition Scholarship
- World Trade Center Memorial Scholarship

For information on any of the programs administered by NYSHESC, please call (888) NYS-HESC or visit www.hesc.org.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR NEW YORK STATE AID RECIPIENTS

In order to receive TAP payments a student must be meeting the standards of academic progress set by the New York State Education Department, which consist of two components:

1. Satisfactory Academic Progress: A requirement that a student accumulates a specified number of credits and achieves a specified cumulative grade point average each term. Please refer to the chart below.
2. Pursuit of Program: A requirement that a student completes a certain percentage of credits attempted each term. The percentage, as specified in regulations, begins at 50% of the minimum full-time course load in each term of the first year an award is received, to 75% in

each term of the second year an award is received, to 100% in each term of the third year an award is received and thereafter.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner’s approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the definition of “remedial student” are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07.

Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

Undergraduate Level Semester Programs
Calendar: Semester 2010-11 and thereafter (non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81	96	111
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Note: The 2010-11 enacted NYS budget mandates the following standards of progress, enacted in 2006-07, shall be used for non-remedial students who first receive State aid in 2007-08 through 2009-10 and for students who meet the definition of “remedial student” in 2010-11 and thereafter. The enacted budget defines remedial for purposes of SAP.

Undergraduate Level Semester Programs

Calendar: Semester Calendar 2006-07, 2007-08 through 2009-10 and 2010-11 and thereafter remedial students (if student’s first award was in 2010-11 and thereafter, and he/she does not meet the definition of a remedial student, see charts for non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Students must meet both the program pursuit requirements and the satisfactory academic progress requirements in each term of payment in order to continue to be eligible. In extraordinary circumstances, a student may be granted a waiver of the minimum requirements. Students are eligible for a waiver only once during their undergraduate career and once during their graduate career. For information about the process of filing a waiver, please contact the Office of the Registrar.

INDIVIDUALS WITH DISABILITIES

Students who are medically diagnosed with a physical, developmental or emotional disability may be eligible for a grant that would help cover tuition, fees and the cost of books. Please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) for more information, or visit their website at www.vesid.nysed.gov.

ST. JOSEPH’S COLLEGE UNDERGRADUATE FINANCIAL AID PROGRAMS

Eligibility for scholarships is based on a combination of factors: GPA, SAT/ACT scores, NYS Regents (if applicable), rank in class and contributions to school and community through activities and service. Some scholarships and grants are based on need as established from the results of the submission of a FAFSA. The following eligibility requirements are effective for students enrolling fall 2014.

BOARD OF TRUSTEES SCHOLARSHIP

Entering freshmen with an outstanding record of academic achievement will be considered for this four-year full-tuition award.

BLANCHE A. KNAUTH SCHOLARSHIP

Entering freshman female students who demonstrate outstanding academic promise and financial need will be considered for this full-tuition award.

SISTER GEORGE AQUIN O’CONNOR SCHOLARSHIP

Entering freshmen with an outstanding academic record will be considered for this full-tuition award.

PRESIDENTIAL SCHOLARSHIP

Entering freshman with a minimum 96 unweighted high school grade point average and a combined 1250 critical reading and math SAT are considered for this four year, full tuition award.

PROVOST SCHOLARSHIP

Entering freshmen with a minimum 95 unweighted high school grade point average and a combined 1200 critical reading and math SAT are considered for this four year scholarship of \$15,000 per year.

DEAN’S SCHOLARSHIP

Entering freshmen with a minimum 92 unweighted high school grade point average and a combined 1150 critical reading and math SAT are considered for this four year scholarship of \$13,000 per year.

SCHOLASTIC ACHIEVEMENT AWARD

Entering freshmen with a minimum 86 unweighted high school grade point average and a combined 1050 critical reading and math SAT are considered. These four year awards range from \$6,000-\$9,000 per year depending on academic qualifications.

ACADEMIC ACHIEVEMENT SCHOLARSHIP

Entering transfer students with a minimum 3.0 cumulative GPA will be considered for this award. Scholarships range from \$5,000-\$8,000 per year depending on academic qualifications.

PHI THETA KAPPA SCHOLARSHIP

Entering transfer students who hold membership in Phi theta Kappa at their two-year college will be considered. A minimum cumulative GPA of 3.5 and at least 24 transferable college credits are required to be considered for this \$1,000 per year award.

INCENTIVE GRANT

Entering freshmen will be considered for a grant in the amount of \$5,000 per year if they meet all admissions requirements and achieve a minimum high school average of 86 and a minimum combined critical reading and math SAT score of 1050. Amount of award depends on academic qualifications.

ALUMNI GRANT

Entering students who are sons and daughters of SJC alumni are considered for this award. If funding permits, other relatives of alumni may be considered. The amount of this grant varies and is determined and awarded on a yearly basis. An application is required and must be submitted to the Director of Alumni Relations. A separate application, available at www.sjcny.edu, must be submitted each year by March 15. Alumni grants are determined by the Alumni Association Scholarship Committee.

TWO IN FAMILY GRANT

If two or more siblings of a family are enrolled as full-time undergraduate students at SJC, a \$500 per year grant will be awarded to the eldest student. If twins or spouses are enrolled as full-time undergraduate students, they will each be awarded \$250 per year. If a parent and a child are enrolled as full-time undergraduate students, the parent will be awarded the \$500 grant.

OTHER SJC GRANTS

Grants are determined on the basis of financial need, academic promise, special interests and availability of funds.

ST. JOSEPH’S COLLEGE GRADUATE FINANCIAL AID PROGRAMS

ALUMNI GRADUATE ACADEMIC EXCELLENCE AWARD

St. Joseph’s College graduates who completed their bachelor’s degree with a final cumulative GPA of 3.4 or higher, and who are admitted to a Graduate Program at St. Joseph’s College may be eligible for the one-credit SJC Alumni Graduate Academic Excellence Award. Eligible students are entitled to a one-credit tuition grant in the first fall semester of matriculation as a graduate student. Consult the Office

of Admissions for applicable conditions and procedures.

GRADUATE ALUMNI TUITION GRANT

Students who earned their bachelor's degree from St. Joseph's College and who are enrolled in a Graduate Program at St. Joseph's College may be eligible to receive a three or six credit tuition grant. Students eligible for a six-credit grant are entitled to a three-credit grant in the fall semester and a three-credit grant in the spring semester of their last year. If students are eligible for a three-credit grant, the grant will be awarded in the last semester (excluding summer). Consult the Office of Admissions for applicable conditions and procedures.

SAVE TIME SAVE MONEY

Undergraduate students who are accepted into the Graduate Management Studies program can get a head start on an SJC graduate management degree- MBA, MBA in Accounting, MBA in Health Care Management or MS in Management (with concentrations in Organizational Management or Health Care Management or Human Resources Management) by taking graduate courses that would satisfy their undergraduate and graduate degree requirements at the same time. The maximum number of SJC graduate credits that can be taken is six. These graduate credits are billed at the undergraduate tuition rate. This opportunity is restricted to seniors who have met certain requirements. Additional information can be obtained from an academic advisor.

VETERANS INFORMATION

VETERANS AND CHILDREN OF DECEASED VETERANS

St. Joseph's College is fully approved by the New York State Education Department as well as other agencies for college level education programs for veterans under federal and state laws. For more information on these programs, please visit the Department of Veterans Affairs website at www.va.gov.

Students with questions concerning financial aid should contact the Office of Financial Aid at (718) 940-5700 for the Brooklyn campus and (631) 687-2600 for the Long Island Campus.

SCHOLARSHIPS AND GRANTS AT ST. JOSEPH'S COLLEGE ARE UNDERWRITTEN IN PART BY THE FOLLOWING SOURCES:

The Edith & Frances Mulhall Achilles Memorial Fund
The Gregg & JoAnne Alfano Endowed Scholarship Fund
The Dion Arroyo Endowed Scholarship Fund
The Sheila Baird Scholarship
The Richard Barry Endowed Scholarship Fund
The H. Joseph Bauch Scholarship Fund
The Sister Margaret Buckley Scholarship Fund
The Sister Mary Florence Burns Scholarship Fund
The Mary Butz Endowed Scholarship Fund
The Louis Calder Scholarship
The Rosemary S. Chapman Memorial Scholarship Fund
The Class of 1964 Endowed Scholarship Fund
The Class of 1969 Endowed Scholarship Fund
The Con Edison Math & Science Endowed Scholarship Fund
The Frances Partridge Connor Scholarship
Contributed Services – Sisters of St. Joseph
The DeBellis Family Scholarship Fund
The Rt. Rev. William T. Dillon Memorial Scholarship Fund
The Thomas A. Doherty Scholarship Fund
The Marygrace Calhoun Dunn Scholarship Fund for the ACES Program
Patricia A. Dyon Endowed Scholarship Fund
The Sister Marie Clotilde Falvey Endowed Scholarship Fund
The James Farrell Endowed Scholarship Fund
The Margaret M. Farrell Endowed Scholarship Fund
The Mary Elizabeth Farrell Scholarship Fund
The Drs. James Aloysius Gibson & Patricia Brozinsky Scholarship Fund
The Agnes Woods Gill Endowed Scholarship Fund
The Elizabeth M. Gimblet & Denis F. Gimblet Memorial Scholarship Fund
The Barry and Sheila Gornick Scholarship Fund
The Emilia Longobardo Govan Endowed Scholarship Fund
Graduate Management Studies Leadership Scholarship Fund
The Sister Joseph Damien Hanlon Endowed Scholarship Fund
The Laura W. Heiden Memorial Scholarship Fund
The S. Elizabeth A. Hill Scholarship Fund
Dr. Mary J. Huschle Endowed Scholarship Fund
The Dorothy & Bernard Kennedy Scholarship Fund

King Kullen Grocery Co., Inc.
 The Blanche A. Knauth Endowed Scholarship
 The S. Mary Maier Scholarship Fund
 The Anne Buckley McAssey Scholarship Fund
 The Margaret Welch McDermott Nursing Scholarship
 The Linda Morgante Nursing Scholarship
 The Morris Family Scholarship Fund
 The Eileen Mulcahy Endowed Scholarship Fund
 The Mary St. John Murphy Endowed Scholarship
 Edna Hall Murray Endowed Scholarship Fund
 The Rosemary O'Halloran Scholars
 The Sister George Aquin O'Connor Endowed Scholarship Fund
 The Annie O'Rourke Endowed Scholarship Fund
 The Kathleen Dorothy Beck Panoff Endowed Scholarship Fund
 The Roseanne and Richard Pergolis First Generation Scholarship Fund
 The Doris Oshinski Powers Endowed Scholarship Fund
 The Gilbert Rivera Scholarship Fund
 The Erminia Rivera Scholarship Fund
 The Sister Joseph Immaculate Schwartz Endowed Scholarship Fund
 The Nicholas Scoyni Endowed Scholarship Fund
 The Robert and Mary Sheppard Scholarship Fund
 The Daniel, Margaret and Elaine Smythe Memorial Scholarship Fund
 The Somers Fund for ACES Students
 The Kathleen and Ted Sorensen Fund
 The Stanley & Grace Spinola Endowed Scholarship Fund
 The S. St. Francis Scholarship Fund
 Town of Brookhaven Industrial Development Agency Endowed Scholarship Fund
 The Janet Prendergast Vickrey Memorial Scholarship Fund
 The Michael J. Vignato Scholarship Fund
 The Thomas Wendt Scholarship Fund
 St. Joseph's College Alumni Scholarships



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONTACT

BROOKLYN CAMPUS

245 Clinton Avenue,
 Brooklyn, NY 11205
 718.940.5300

LONG ISLAND CAMPUS

155 West Roe Boulevard
 Patchogue, NY 11772
 631.687.5100

MENU

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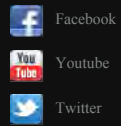
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It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national and ethnic origin, age, handicap, or marital status in its educational programs, admission policies, employment policies, financial aid, or other school administered programs. This policy is implemented in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

ADMISSION REQUIREMENTS

An applicant wishing to pursue an undergraduate degree or certificate program within Professional Studies must be an adult with a high school diploma or its equivalent and be deemed capable of completing the requirements for the degree or certificate. In addition to having met the general admission requirements of the School, students typically have post secondary education and training and have acquired, through experience, the skills and knowledge appropriate to the degree or certificate. Exceptions to this are made with the approval of the Dean. Additional requirements for majors and certificate programs are indicated

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in the [Curricular Offerings](#) section of the catalogue.

APPLICATION PROCEDURE

The application procedure for undergraduate degrees and certificates offered through Professional Studies (other than the Bachelor of Science with a major in Nursing) begins when the applicant submits evidence of the high school diploma or equivalent and meets with a School admission counselor at either the Brooklyn or Long Island Campus. During this meeting, the applicant will discuss the program with the counselor and complete an application form.

As part of the admission procedure, the applicant will complete a brief writing exercise and have it evaluated by College personnel. Based on the applicant's prior training and experience, the applicant's writing ability, and the admission interview, the counselor may make the decision regarding admittance to a degree or certificate program. The counselor may also help the applicant plan a program suitable to the educational needs and goals of the applicant. (See [Curricular Offerings](#) for additional requirements and procedures for admission to major and certificate programs.)

An applicant may be accepted pending receipt of official records of prior education. Only after all official records have been received and evaluated will the admission process be complete and the student fully admitted.

When evidence of a high school diploma or its equivalent does not appear on transfer credit documentation, it will be necessary for the student to submit such evidence in order to be fully admitted.

A completed medical form must be submitted. New York State Public Health Law requires all students who were born on or after January 1, 1957 to be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Office of Career Development, Wellness, and Disability Services prior to enrollment.

A completed Meningococcal Vaccination Response Form as required by New York State Public Health Law must be submitted.

CONDITIONAL ACCEPTANCE

An applicant who has satisfied the requirements for admission and is deemed capable of college-level coursework but needs academic skill development is accepted on a "conditional" basis. A person in this category is permitted to register for no more than 12 hours of coursework, to be specified by the admission counselor. Upon satisfactory completion of the specified courses, the student will meet with an academic advisor to plan additional coursework as determined by that advisor (not applicable to Nursing majors).

ONLINE PROGRAM ADMISSIONS

Applicants interested in pursuing either an undergraduate or graduate online degree must be adults with post-secondary education and training. They will also typically be required to be employed in a full-time position and have substantial work experience involving supervision, program development, specialized training, considerable responsibility and/or independent judgment. Exceptions to this are made with the approval of the dean.

ONLINE ADMISSIONS PROCEDURE

Complete the online application. For your provisional acceptance, faxed copies of your college transcripts will be accepted. For full admission, you must send official transcripts from all previous college work. Please send transcripts to:

St. Joseph's College
Professional Studies
Attn: Vanessa Russo
155 West Roe Blvd.
Patchogue, NY 11772

Phone: 631.687.4510
Fax: 631.650.2526

For Undergraduate Online Programs Only:

Depending on prior coursework, students wishing to be exempted from ENG 102 and/or ENG 109 should take an online writing assessment administered by the College. Non-speakers may substitute TOEFL or IETLS scores for proof of English skills at the ENG 102 and ENG 109 levels. For academic advisement or general questions, contact Admissions Counselor Renee Kantro at 631.687.4501, 631.687.4557 or email rkantro@sjcny.edu

FOREIGN TRANSCRIPTS

Applicants submitting transcripts from foreign educational institutions may be required to submit their educational documents to a St. Joseph's College approved foreign credential evaluation service for a course-by-course report. Applicants deal directly with the foreign credential evaluation service and are responsible for following the procedures of the service and payment of all fees charged for that service. The applicant may also be required to submit a word-for-word English translation of credentials by a College-approved translation service at the applicant's expense.

NON-MATRICULATED STATUS

A person may opt to enroll in a limited number of courses for personal or professional enrichment as a non-matriculated student and may accumulate as many as 18 credits. The student may not take additional courses unless he/she applies and is accepted for matriculation. The person seeking to enroll in this category will be subject to the application requirements and procedures described above.

INTERNATIONAL STUDENTS

Registration at St. Joseph's College is contingent upon admission to the college and acquisition of a valid student visa (F-1) from the United States Immigration and Naturalization Service. For further information contact the Office of International Student Services at (718) 940-5830, or visit our website at www.sjcny.edu.

PRIOR LEARNING ASSESSMENT

St. Joseph's College recognizes that adults beginning the baccalaureate degree oftentimes bring with them knowledge and skills acquired through a variety of modes. Prior Learning Assessment is an overarching concept that affords students the opportunity to earn credit for their prior college-level learning. Within Professional Studies, the awarding of credit for this prior learning is determined through the following:

COLLEGIATE COURSEWORK

Professional Studies provides for the transfer of up to 96 credit hours from accredited four-year collegiate institutions, and up to 82 credit hours from accredited, community or junior colleges.

The School also provides for the transfer of up to 60 credit hours from selected New York State Education Department-approved, associate degree granting proprietary institutions.

See also the transfer credit policy affecting the Bachelor of Science with a major in Nursing.

COLLEGE PROFICIENCY EXAMINATIONS

Matriculated students within Professional Studies may apply for credit or placement for the equivalent of St. Joseph's College courses on the basis of their successful completion of examinations sponsored by:

1. CLEP—The College Board's College-Level Examination Program
2. EXCELSIOR COLLEGE EXAMINATIONS—The New York State Education Department's Regents College Examinations.
3. DSST—DANTES Subject Standardized Tests. (Not applicable to

Bachelor of Science with a major in Nursing students.)

Students who wish credit or placement on the basis of any of these examinations should have a copy of their scores forwarded from the sponsoring agency to the Registrar of St. Joseph's College. When a decision has been reached, the student will receive written confirmation of the credit or placement granted. For information on other proficiency examinations, consult an advisor or the Prior Experiential Learning Assessment Coordinator.

NON-COLLEGIATE SPONSORED INSTRUCTION

The decision to accept credit toward the baccalaureate degree for work completed in settings other than approved collegiate institutions is done on an individual basis.

1. The School provides for the transfer of credits for individuals who have completed New York State recognized professional training programs, where such programs are at the collegiate level.
2. The School provides for the awarding of college credit as per the Guide to the Evaluation of Educational Experience in the Armed Service, National College Credit Recommendation Service (www.nationalccrs.org/), and the National Guide to Educational Credit for Training Programs, and the Joint Statement on the Transfer and Award of Credit from the American Council on Education.
3. Awarding of credit for non-collegiate sponsored instruction does not extend to the Bachelor of Science with a major in Nursing.

GENERAL LIMITATIONS ON PRIOR LEARNING CREDIT

1. The School does not accept prior learning credit earned from duplicative coursework or proficiencies.
2. Credit earned in remedial coursework or at a pre-collegiate level is not accepted for prior learning credit.
3. Credits earned with grades below C may be restricted or refused for transfer.
4. Prior learning credit is accepted but not computed in the grade-point average.
5. Inactive students who have not had a prior learning transfer evaluation will be subject to the policies in force at the time of their readmission.
6. St. Joseph's College reserves the right to accept credit, including credit earned at the College by non-matriculated students, in a way best calculated to preserve the integrity of its own degree.

PROCEDURE FOR REQUESTING PRIOR LEARNING CREDIT

Students wishing to receive credit for prior learning should contact an advisor to find out which prior learning documentation is necessary; e.g., official transcripts, college proficiency test results, copies of military training records (DD form 214 and in-service training records), copies of professional certificates, etc. Official copies of the relevant documents must be sent directly from the institutions/agencies to the St. Joseph's College campus where students made initial application.

Prior Learning/transfer credit evaluations are typically not made until after students submit an application and are admitted at least provisionally.

See also the transfer credit request procedure for the Bachelor of Science with a major in Nursing.

PRIOR EXPERIENTIAL LEARNING ASSESSMENT

Professional Studies students, except for Nursing majors, with extensive and varied experiential learning may participate in the Prior Experiential Learning Assessment (P.E.L.A.) Program, which gives students the opportunity to apply for credit for their prior experiential learning. Validated learning, not the experience alone, is the basis for awarding credit. It should be noted that Professional Studies does not award credit for “having lived,” but rather for having mastered—through professional, creative, volunteer, or other experience—knowledge and skills that are deemed to be at the college level and are applicable in the context of the student's degree program.

Prior to participating in the P.E.L.A. Program, students must be fully matriculated, have earned a minimum grade of C for ENG 103 Writing for Effective Communication, and have completed 36 credits toward their program at St. Joseph's or elsewhere. A 2.7 cumulative index in coursework completed at St. Joseph's will be required to register for GS 111 Experiential Portfolio Seminar. Students must take GS 111 before their last semester.

To register for GS 111(one-credit seminar) or GS111L (non-credit workshop), students must meet with a P.E.L.A. advisor and obtain written approval. The P.E.L.A. Coordinator reserves the right to limit students' programs during the semester in which the students are enrolled in the Seminar.

The Seminar is a mentored course designed to facilitate the assessment of prior experiential learning for the purpose of developing an experiential learning portfolio. In part, the Seminar consists of individualized exercises designed to identify acquired skills and knowledge, and

culminates in presenting these as college-credit worthy, relating these to the student's degree program and career goals.

Credit earned through the P.E.L.A. Program is applicable to the major (as explained below), liberal arts, and elective portion of the curriculum. With regard to the Bachelor of Science degrees in Human Services and in Health Administration, P.E.L.A. credit can be used to satisfy the "9 additional credits" section of Major Electives. As of the fall 1997 semester, in certain circumstances, P.E.L.A. may also satisfy a major elective. For the Bachelor of Science in Organizational Management, P.E.L.A. credit can be applied to the "Elective Business Courses" section. Credits awarded through the P.E.L.A. Program are not applicable to the prescribed minimum of 21 credits of coursework toward the major that must be taken at St. Joseph's College. The maximum P.E.L.A. credit award is 27 credit hours.

An integral part of the Seminar is the validation process, which consists of assembling all relevant documents into a prior experiential learning portfolio under the supervision of a qualified mentor. Portfolios are evaluated by qualified faculty members, and a credit award is made by the P.E.L.A. Evaluation Committee taking into consideration content, competence level, college-credit appropriateness, and applicability to the student's degree program. Notification of the credit award is sent to the students by the Registrar prior to the conclusion of the next regular semester. At the time credit awards are made, students' records will be updated to reflect the addition of credits.

Since students applying for P.E.L.A. credit work closely under the tutelage of a mentor well versed in prior experiential learning assessment, the likelihood of an appeal for reconsideration of the credit award is greatly reduced. In the event, however, that such a request is made, the P.E.L.A. Coordinator will review the portfolio in consultation with the appropriate department representative.

Students seeking P.E.L.A. credit are required to take the Experiential Portfolio Seminar (one-credit or non-credit) at the prevailing per credit charge. In addition, students are required to cover the cost associated with the evaluation of their portfolios; students will be billed the P.E.L.A. evaluation fee at the time of registration for GS 111 option. (See [Statement of Costs](#).) Since the P.E.L.A. Program is distinct from the Proficiency Examination option of Prior Learning Assessment, students are obligated to pay all expenses related to proficiency examinations, independent of the P.E.L.A. evaluation fee.

SERVICEMEMBERS OPPORTUNITY COLLEGES (SOC)

St. Joseph's College is a member of the Servicemembers Opportunity Colleges (SOC), a consortium of over 1800 institutions pledged to work with Servicemembers, their families, and veterans trying to earn degrees

while pursuing demanding careers. As a SOC member, St. Joseph’s College is committed to the transfer of relevant course credits, flexible academic residence requirements, and crediting learning from appropriate military training and work experience.

STATEMENT OF COSTS FOR ACADEMIC YEAR 2014-2015

A remittance of \$25 is payable when the application for admission is filed.

The application fee is a service fee and is in no case returnable.

UNDERGRADUATE TUITION AND FEES

PART-TIME STUDENTS (11 credits or fewer)

Tuition (Effective Summer)	\$720 per credit
College fee	
1 to 7 credits	\$13 per credit
8 to 11 credits	\$96 per semester
Mandated accident insurance	\$10.00 per semester
Student activities	\$35 per semester
Technology fee	
1 to 7 credits	\$40 per semester
8 to 11 credits	\$100 per semester

FULL-TIME STUDENTS (12 credits or more-see *flat-rate* for restrictions)

Tuition (Effective Summer)	\$22,200 per year
College fee	\$125 per semester
Mandated accident insurance	\$10.00 per semester
Student activities	\$75 per semester
Technology fee	\$100 per semester
Health and Accident Insurance	
	\$716 per semester (Fall)
	\$941 per semester (Spring)
	\$1,060.00 Entering in Spring

TRIMESTER STUDENTS (LONG ISLAND

CAMPUS ONLY) TUITION AND FEES

PART-TIME STUDENTS (1-7 credits)

Tuition (Effective Summer)	\$720 per credit
College fee	\$13 per credit
Mandated accident insurance	\$6.67 per trimester
Student activities	\$16 per trimester
Technology Fee	\$40 per trimester

FULL-TIME STUDENTS (8-11 credits)

Tuition (Effective Summer)	\$720 per credit
College fee	\$96 per trimester
Mandated accident insurance	\$6.67 per trimester
Student activities	\$33 per trimester
Technology Fee	\$100 per trimester

(12 credits or more—see *flat-rate* for restrictions)

Tuition (Effective Summer)	\$11,100 per trimester
College fee	\$125 per trimester
Mandated accident insurance	\$6.67 per trimester
Student activities	\$33 per trimester
Technology Fee	\$100 per trimester

NON-MATRICULATED STUDENTS

See Part-time or Full-time above.

Total tuition charges and fees must be paid at registration.

SPECIAL FEES

Laboratory fee	\$20-150 per course
(Art, Bio., Chem., Nursing: consult office for specific fee)	
Graduation fee (not including cap and gown)	\$125
Certificate fee (per certificate at completion)	\$10
Late registration fee+	\$25
Make-up examination fee	\$25
Make-up examination late fee	\$10
Change of program fee (each form)	\$20
Transcript fee	\$5
Parking fee	
Long Island Campus only	\$5 per semester
Brooklyn Campus	\$50 per semester
(Optional: payment does not guarantee spot)	
Identification card fee	\$5

Fee for checks returned by bank	\$25
GS111 fee	\$250
Materials fee (GS 400)	\$45

+Payable after first class session.

Note: In addition to the \$25.00 non-refundable application fee, students must make a non-refundable tuition deposit at the time of registration. For full-time students a fee of \$250 is due, and for part-time students a fee of \$80 is due. (These amounts include a \$5.00 I.D. card fee.)

TUITION POLICY

Students accepted for admission must make a tuition deposit at the time of registration. Full time students (12 or more credits semester, 9 or more credits trimester) pay \$250; part-time students pay \$80. (These amounts include a \$5.00 I.D. Card Fee.) The deposit is not refundable, but it will be credited toward the first term’s tuition. In certain instances, the non-refundable tuition deposit paid by a first semester student may be applied to the next semester.

A student’s bill for tuition and fees is based on the number of credits for which a student intends to register, less applicable Financial Aid, Grants, or Scholarships for that semester. Scholarships or Student Aid may only be subtracted if all related applications and other information have been submitted on a timely basis. Payment of the remaining balance constitutes “Clearance” by the Bursar’s Office.

Bills for the semester must be cleared by the Bursar’s Office before students may attend class. Students who do not receive financial clearance from the Bursar’s Office will not be officially registered at the College for that semester. Students may not enroll for a successive semester until their accounts have been completely satisfied.

St. Joseph’s College makes available several tuition financing options through tuition deferment programs. The two monthly budgeting programs the College offers are The Tuition Management System and Academic Management Services. Basically, these programs are designed to afford students the opportunity to pay their educational expenses in monthly installments. Students may elect to contract with either of these services for a nominal initial participation fee prior to or at the beginning of each new academic year. Students interested in either of the two plans may obtain brochures and applications in the Bursar’s Office. Additional information may be received by calling AMS at 1(800) 635-0120 and The Tuition Plan at 1(800) 722-4867.

Students who are unable to pay what is owed by the first day of class (other than those who are enrolled with either the Tuition Management System or Academic Management Services) will have their account automatically default to St. Joseph’s College Tuition Extension

Agreement. Unlike the other two deferment programs, under the St. Joseph's College Tuition Agreement, a finance charge will be assessed.

Questions regarding the College's tuition policy should be addressed to the Bursar at the Long Island Campus at (631) 687-4555.

Students who fail to comply with these regulations will be subject to suspension until the requirements are met.

SEMESTER FLAT-RATE: The flat-rate for tuition covers 33 credits per academic year. In this way, the College's requirement of 128 credits can be achieved in eight terms. Full-time students—those taking at least 12 credits—are charged the flat rate. (See [Statement of Costs for Academic Year](#).) *Intersession and Summer session courses are not included within the flat-rate tuition.* **Full-time students who take more than 33 credits per academic year will be charged for each additional credit. Up to 18 of the 33 credits may be taken in one semester without an additional charge.**

HEALTH AND ACCIDENT INSURANCE

(effective Spring 2010)

All full-time students will be required to carry Health and Accident Insurance. This fee will be charged in the Fall and Spring semesters. If a student is currently covered by another policy of greater or equal value, the SJC Insurance may be waived. Waiver forms are available in the Dean of Students Office, on both campuses, or can be downloaded from the SJC website at www.sjcnj.edu. Please read and follow all the instructions on the Waiver Form. This form must be completed and returned to the Office of Student Life each Fall by October 1. Health and Accident Insurance must be waived each year if not desired.

Students who were part-time in the Fall semester and full-time in the Spring semester will automatically receive insurance coverage for the Spring and will automatically be charged in the Spring semester only. Any student already covered by another policy may complete and submit a waiver form to the Dean of Students Office by February 1, each Spring.

INTERNATIONAL STUDENTS: International students who require insurance coverage in excess of the limits provided by the student accident and sickness plan can request enrollment in a plan tailored to the international student. International students who wish to participate in the International Plan must obtain an Enrollment Form from the Dean of Students Office.

TRIMESTER FLAT-RATE: The flat-rate tuition will be charged to trimester students taking 12 to 15 credits per trimester. Once the session has begun, flat-rate students who change their programs to less than 12 credits will continue to be responsible for the flat-rate tuition charge (as opposed to the per-credit rate.) Those trimester students who take more than 15 credits per trimester will be charged for each additional credit at

the per credit rate. *Intersession courses are not included within the flat-rate tuition and must be paid for per credit.*

PER CREDIT: Students taking fewer than 12 credits per semester/trimester are charged the per credit rate.

Neither a transcript nor a diploma will be issued until all financial obligations have been settled. The College reserves the right to alter tuition charges and fees when such changes become necessary.

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE: TUITION REFUNDS

Full-time students who receive permission to withdraw from a single course are not entitled to a refund, unless the withdrawal involves extra credits, paid for by the point. In such cases, the student may ask for a refund of the extra tuition within the first four weeks of the term. Once the session has begun, flat-rate students who change their programs to less than 12 credits will continue to be responsible for the flat-rate tuition charge (as opposed to the per-credit rate.) Part-time students who withdraw from a course may also apply for a refund.

Withdrawal from the College may entitle a student to a refund of tuition, but not of fees. The date of withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar.

The percentage of refund will be determined according to the following schedule:

Weekday and Twelve-week Classes	
<i>Withdrawal Effective</i>	<i>% of Refund</i>
Prior to First Class Meeting	100%
After First and After Second Class Meeting	80%
After Third Class Meeting	60%
After Fourth Class Meeting	40%
After Fifth Class Meeting	20%
After Sixth Class Meeting	0%
Six-Week Sessions	
Prior to First Class Meeting	100%
After First Class Meeting	80%
After Second Class Meeting	40%
After Third Class Meeting	0%
Online Sessions	
Prior to First Class Meeting	100%
In the first week of the semester	80%

In the second week of the semester	60%
In the third week of the semester	40%
After the second week of the semester	0%
Weekend College Trimester Classes	
Prior to First Class Meeting	100%
Before Second Weekend	80%
Before Third Weekend	40%
After Third Weekend	0%

The rate of refund for any unique class scheduling configuration is pro-rated according to the above refund schedule.

This schedule does not apply to the tuition deposit required of first time students. This deposit is not refundable. In the absence of written notification, the date of withdrawal is determined by the Dean.

Refunds of financial aid awards, student loans, etc., are not refundable until the actual funds have been received by the College and the student’s eligibility for the funds has been determined.

Federal Title IV recipients should see the [Return of Title IV Funds](#) Section of this catalogue.

A refund will not be granted to a student who is dismissed or who withdraws while under disciplinary action.

A student who feels that his/her individual circumstances warrant an exception to the College’s refund policy may submit a written appeal for special consideration to the Bursar. The Bursar’s decision is subject to appeal to the Chief Financial Officer.

Once the Bursar’s Office has determined that a student is eligible to receive a refund, it will automatically be processed by the office. This typically occurs after the fifth calendar week of the semester.

If the refund includes funds from a Parent’s Plus Loan, a separate “Refund Application Form” will be sent to the parent from the Bursar’s Office. This form requires the parent’s signature before any funds can be released.

AWARDING OF DEGREES AND GRADUATION

Graduation exercises are held annually in June. *Degrees, however, are granted three times a year (August, January, June). August and January graduates may elect to receive diplomas in February or wait until commencement.* Students who expect to satisfy the requirements for the B.S. degree by the June commencement date must file an application for graduation by the previous October 15th. Students who require proof of graduation prior to commencement may request a letter of completion

and/or transcript from the Registrar.

All students filing for graduation must have a total of 128 credits, at least 60 of which must be in the liberal arts.

Students who miss the deadline for graduation application will not receive diplomas until two months after the date of graduation. No diplomas will be mailed.

Where it appears that a student who is applying for graduation is requesting a change of major in order to graduate at an earlier date and where it appears that the student intends to complete another major at St. Joseph's College, the Dean - in consultation with the appropriate department chairpersons - reserves the right to deny the request.

Any change in program stated on the graduation application must be brought to the attention of the Registrar.

Students will be required to pay for all coursework required for graduation, even if this should exceed 128 credits. In those instances where this credit in excess of 128 would result in a student's being required to pay flat rate tuition, the Registrar may offer the student the option of doing a 1 or 2 credit independent study, thereby keeping the credit load under 12 and the tuition rate at the per credit basis. This applies only to the unrestricted elective portion of the program, not to any coursework required for the degree or certificate.

FINANCIAL AID

APPLICATION INSTRUCTIONS

All matriculating students may apply for financial aid (Bachelor of Science Degree; Certificate in Management; Certificate in Alcoholism and Addictions counseling; Certificate in Criminology/Criminal Justice). Consideration for a scholarship or financial aid from St. Joseph's College is dependent upon making application and receiving official notification of acceptance into the college.

To be considered for federal, state and institutional sources of financial aid, students should follow these procedures each academic year.

1. Complete the Free Application for Federal Student Aid (FAFSA) designating St. Joseph's College as a recipient. The student will be asked to enter one of St. Joseph's federal school codes, which are 002825 for the Brooklyn Campus and E00505 for the Long Island Campus. The FAFSA may be completed online at www.fafsa.ed.gov, or a paper FAFSA may be completed and mailed to the Federal Student Aid Processor.
2. New York State Residents who plan to attend full-time should also complete the New York State Tuition Assistance

Program (TAP) application. After completion of the FAFSA, a student may file the TAP application at www.hesc.org.

Brooklyn Undergraduate Code: 0755

Long Island Undergraduate Code: 0758

Long Island Trimester (Weekend College) Code: 0762

New York State Residents who plan to attend part-time should complete the NYS Aid for Part-time Study Application. The APTS application is available at the Office of Financial Aid.

3. If the student's FAFSA is selected by the processor for verification, the student will be asked to provide additional documentation to the Office of Financial Aid. The documentation will be compared to the FAFSA, and corrections will be made as necessary. The Office of Financial Aid must be in receipt of the documentation, and all necessary corrections must be made before awards can be disbursed.
4. Priority for certain financial aid programs will be given to students who adhere to the following recommended filing dates:

Brooklyn and Long Island Semester Students:

Fall entering new students:	February 25
Fall entering transfer students:	March 15
Continuing students:	April 30
Spring entering students:	November 1 (new and transfers)

Long Island Trimester Students:

Summer entering new students:	February 25
Fall entering students:	March 15
Continuing students:	April 1
Spring entering students:	November 1

REQUIREMENTS AND RESPONSIBILITIES OF STUDENT AID RECIPIENTS

All students who receive financial aid are responsible for understanding the academic standards they must meet in order to maintain eligibility for specific programs. Federal financial aid recipients should consult the Federal Financial Aid Programs section of this catalogue. Recipients of St. Joseph's college scholarships and grants should consult the St. Joseph's College Financial Aid Programs section of this catalogue. New York State financial aid recipients should consult the New York State Financial Aid Programs section of this catalogue.

Students must notify the Office of Financial Aid in writing of the amounts

and sources of any outside aid that they may be receiving. For example, students should inform the Office of Financial Aid about a scholarship that they may be receiving from a community organization.

STUDENT EXPENSE

In order to aid in financial planning, the Office of Financial Aid has provided the following table of estimated costs at St. Joseph’s College. All costs are subject to change.

2014–2015 ANNUAL STUDENT BUDGET

SEMESTER STUDENTS

Annual Full-Time Institutional Costs (12 credits or more)

Tuition	\$22,200
College Fee	\$250
Mandated Accident Insurance	\$20
Parking Fee	\$10
Student Activity Fee	\$150
Technology Fee	\$200
Special Fees (per lab course)	\$20-\$150

Part-Time Institutional Costs

Tuition	\$720 per credit
College Fee	
1 to 7 credits	\$13 per credit
8 to 11 credits	\$96 per semester
Mandated Accident Insurance	\$10.00 per semester
Student Activities Fee	\$35 per semester*
Technology Fee	
1 to 7 credits	\$40 per semester
8 to 11 credits	\$100 per semester

Annual Non-Institutional Costs (estimated)

Loan Fees	\$92
Books and Supplies	\$1000
Personal Expenses	\$2000
Transportation	\$2000
Dependent Living Expense	\$3000
Independent Living Expense	\$6000

TRIMESTER STUDENTS

Full-Time Institutional Costs (8-11 credits)

Tuition	\$720 per credit
College Fee	\$96 per trimester
Mandated Accident Insurance	\$6.66 per trimester
Student Activities Fee	\$33 per trimester*
Technology Fee	\$75 per trimester

12 credits or more

Tuition	\$11,100 per trimester
College Fee	\$125 per trimester
Mandated Accident Insurance	\$6.66 per trimester
Student Activities	\$33 per trimester*
Technology Fee	\$100 per trimester

Part-Time Institutional Costs (1-7 credits)

Tuition	\$720 per credit
College Fee	\$13 per credit
Mandated Accident Insurance	\$6.66 per trimester
Student Activities	\$16 per trimester*
Technology Fee	\$40 per trimester

Annual Non-Institutional Costs (estimated)

Loan Fees	\$92
Books and Supplies	\$1125
Personal Expenses	\$3000
Transportation	\$3000
Dependent Living Expense	\$4500
Independent Living Expense	\$9000

FEDERAL FINANCIAL AID PROGRAMS

To receive federal student aid, a student must: 1) have a high school diploma or a General Educational Development (GED) certificate, or complete a high school education in a home school setting approved under state law; 2) be enrolled or accepted as a regular student in an eligible degree or certificate program; 3) be a U.S. citizen, U.S. National, or eligible non-citizen; 4) have a valid Social Security Number (unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau); 5) be registered with Selective Service if you are male (you must register between the ages of 18 and 25); 6) maintain satisfactory academic progress in college; 7) sign certifying statements on the FAFSA stating that you are not in default on a federal student loan and do not owe a refund on a federal grant; and 8) certify that you will use federal student aid only for educational purposes.

SATISFACTORY ACADEMIC PROGRESS

POLICY FOR FEDERAL FINANCIAL AID RECIPIENTS

Satisfactory academic progress is defined as proceeding toward successful completion of degree requirements. The SJC Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. The official record of the SJC Registrar is reviewed to determine student compliance with this Policy. **Satisfactory Academic Progress is reviewed and determined at the conclusion of each semester. Students enrolled in certificate programs will be evaluated at the mid-point of their program.**

This Policy pertains only to applicants for federal assistance. A recipient of an SJC institutional scholarship, tuition remission, or an institutional grant must meet the eligibility requirements of the respective program. The New York Tuition Assistance Program (TAP), as well as any other state sponsored programs, has their own, specific progress policies. We encourage you to review the Office of Financial Aid website. If you have questions about the monitoring of satisfactory progress not addressed in this policy, please contact our office.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS-

1. Not exceed a maximum number of hours to complete the degree program:
 - Undergraduate students must not exceed 192 credits.
 - Graduate students must not exceed 54 credits.
 - Students enrolled in certificate programs must not exceed 36 credits.
2. Maintain a cumulative Graduation/Retention Grade Point Average:
 - Undergraduate students must maintain a cumulative GPA of 2.0.
 - Graduate students must maintain a cumulative GPA of 3.0.
3. Successfully complete at least 75% of the total cumulative hours attempted. This includes **all courses attempted at SJC as well as courses transferred into SJC that are applicable to a student's program.** For example, a student who has attempted a cumulative total of 55 hours must have successfully completed at least 41 credit hours to meet the requirement ($55 \times .75 = 41.25$; round decimals down to whole numbers).

COURSES/GRADES USED IN DETERMINING SATISFACTORY ACADEMIC PROGRESS:

All coursework attempted, including any dropped, repeated, reprieved or remedial courses or withdrawals recorded on the SJC Transcript at the time of the progress check are considered when determining if the

student has exceeded the maximum number of hours for degree completion and has completed 75% of the total cumulative hours attempted.

The following grades indicate successful completion of a course: “A,” “B,” “C,” “D,” or “P”.

The following grades indicate a course was not successfully completed: “F,” “I,” “AB,” “WD,” “WF,” “WU,” “FN,” “NC,” or a course for which a grade was not entered.

Audit courses are not counted in the total hours attempted for any semester or as successful completion of a course. Independent study, correspondence and extension courses may count toward successful completion of hours attempted if they are completed by the last day of the semester. For information about eligibility and payment of aid for these types of courses, please contact the Financial Aid Office.

Transfer coursework must be reflected on the SJC Transcript to be considered for purposes of financial aid eligibility

FAILURE TO MAINTAIN SATISFACTORY ACADEMIC PROGRESS:

A student who exceeds the maximum number of hours allowed for degree completion will be suspended from future financial aid until the reason for the excessive hours can be adequately documented.

A student who either fails to achieve the required cumulative Graduation/Retention GPA, or to complete at least 75% of the total hours attempted, will be placed on financial aid warning for the following academic term of enrollment at SJC. A student may receive financial aid while on warning. At the end of the warning period, if a student is meeting the Satisfactory Academic Progress requirements, he/she will regain unconditional eligibility for federal financial aid programs. If a student has not met the requirements, he/she will have eligibility for federal financial aid suspended. Please see below.

FINANCIAL AID SUSPENSION:

A student denied assistance based on the Satisfactory Academic Progress Policy may submit a written appeal to the Financial Aid Appeals Committee. An appeal form is included in the suspension notification letter. The appeal and supporting documentation must be received in the SJC Financial Aid Office by the deadline reflected in the suspension notification letter. The appeal should speak **in detail** to mitigating or extenuating circumstances that affected the student’s academic performance, i.e., severe physical injury or mental trauma.

A student suspended for exceeding the maximum hours allowed for degree completion should also have the academic advisor complete the

“Remaining Hours Required for Degree Completion” form if extenuating circumstances require the student to exceed the maximum hours limit. The form is included in the suspension notification letter.

Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Financial Aid Appeals Committee.

Depending upon the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the refund policy in the in the SJC Catalog.

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting **both** of the following criteria:

1. Achieve the required cumulative Graduation/Retention GPA or the required Semester GPA (Undergraduate = 2.00; Graduate = 3.00); and,
2. Successfully complete 75% of the total cumulative hours attempted or 75% of the hours attempted for that semester.

A student may regain eligibility by attending SJC for the academic year **without the benefit of federal financial aid** and meeting the SAP eligibility criteria. A student may also regain eligibility by transferring work into SJC from an accredited institution. Transfer work must be reflected on the SJC transcript to be considered for purposes of federal financial aid eligibility.

WITHDRAWAL FROM THE COLLEGE (RETURN OF TITLE IV FUNDS)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the aid is awarded. When a student withdraws from the college, he or she may no longer be eligible for the full amount of federal aid originally awarded. If a federal financial aid recipient withdraws after beginning attendance, and before the 60% point in the term, the amount of federal grant and/or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be entitled to a post-withdrawal disbursement.

FEDERAL PELL GRANT

Pell grants are available to matriculated, undergraduate students who have

not already earned a bachelor's degree. Eligibility is based on Expected Family Contribution (EFC) from the FAFSA application and the student's enrollment status. Award amounts for the 2014-15 academic year range from \$585 to \$5730 annually. The amount of pell grant funds a student may receive over the course of his/her education is limited by a federal law to be the equivalent of six full time years of funding.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

FSEOG is available to eligible undergraduate students who demonstrate exceptional financial need. At SJC, a student must be pell eligible and have a 0 Expected Family Contribution (EFC) to be considered. Annual award amounts at SJC for the 2014-15 academic year range from \$350 to \$700 due to limited funding. FSEOG is awarded on a first-come, first-served basis.

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study (FWS) Program is offered through the federal campus-based aid program and provides employment opportunities to eligible students. Actual award amounts are based on the student's financial need, pay-rate, amount of contracted hours and funding availability. FWS funds at SJC are received in the form of a monthly paycheck for hour worked. FWS funds are limited and positions are filled on a first-come, first-served basis. An offer of FWS on an award letter does not guarantee position availability. Please contact the Office of Financial Aid for job availability and more information.

FEDERAL PERKINS LOAN

Perkins loans are awarded to matriculated students with exceptional financial need. Award amounts depend on student's financial need and funding availability. Perkins funds are limited and are awarded on a first-come, first-served basis. The loan features a 5% fixed interest rate which does not begin to accrue until the student enters repayment. Repayment begins 9 months after a student graduates or ceases to be enrolled at least half time. After acceptance of a Perkins loan, the Office of Financial Aid will contact the student to complete a promissory note and other required documentation.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOANS

Direct Subsidized Loans are available to eligible undergraduate students who are enrolled at least half time (6 credits per semester). Students must have financial need to qualify. No interest accrues on this loan

while the student is enrolled for at least 6 credits per semester. As of July 1, 2012 Direct Subsidized Loans issued during 2012-13 and thereafter will begin accruing interest during the 6 month grace period after the student ceases to be enrolled half time. Repayment begins 6 months after the student ceases to be enrolled half time. Direct Subsidized Loans have annual limits based on grade level, and aggregate lifetime limits. First time borrowers will be required to complete a Master Promissory Note (MPN) and entrance counseling session. If you are a first time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that you can receive subsidized loans. If the time limit applies to you, you may not receive subsidized loans for more than 150 percent of the published program length.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOANS

Direct Unsubsidized Loans are available to eligible undergraduate and graduate students who are enrolled at least half time (6 credits per semester). Financial need is not a requirement. Interest begins accruing when the loan is disbursed. Repayment begins 6 months after the student ceases to be enrolled at least half time. Direct Unsubsidized Loans have annual limits, and aggregate lifetime limits. First time borrowers will be required to complete a Master Promissory Note (MPN) and entrance counseling session.

FEDERAL DIRECT PARENT PLUS LOAN

Direct PLUS Loans are a credit-based loan available to the parents of dependent, undergraduate students who are enrolled at least half time (6 credits per semester). The annual loan limit is the student's cost of attendance minus any other financial aid. The parent who wishes to borrow will need to complete a credit check and a Master Promissory Note (MPN).

NEW YORK STATE FINANCIAL AID PROGRAMS

For additional information on any New York State Programs, including questions of eligibility, please contact New York State Higher Education Services Corporation (NYSHESC) at (888) NYS-HESC or visit their website at www.hesc.org.

TUITION ASSISTANCE PROGRAM (TAP)

Full-time students in an approved program of study who meet New York State residency requirements may be eligible for up to \$5,000 per

academic year. Effective for the 2007-08 academic year and thereafter, TAP is available to students on a part-time basis. To be eligible for Part-Time TAP, a student must have been a first time freshman in the 2006-07 academic year or thereafter, must have earned 12 credits or more in each of two consecutive semesters and maintain a “C” average.

To be eligible for TAP a student must: be a U.S. citizen or eligible non-citizen; be a legal resident of New York State; have graduated from a high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department; be enrolled as a full time student taking 12 or more credits (applicable toward the degree program) per semester; be matriculated in an approved program of study and be in good academic standing; have declared a major no later than within 30 days from the end of the add/drop period in the first term of the student’s junior year; not be in default on any state or federal student loan or on any repayment of state awards; and meet income eligibility requirements. The award amount is determined by the year in which first payment of any state award is received, amount of tuition charges, combined family NYS net taxable income including federal, state or local pension income and private pension and annuity pension income if applicable, financial status and other family members enrolled in college.

AID FOR PART-TIME STUDY (APTS)

Part-time students in an approved program of study who meet New York State residency requirements may be eligible for up to \$2,000 per academic year. Awards cannot exceed tuition.

To be considered for an APTS award a student must: be a U.S. citizen or eligible non-citizen, be a legal resident of New York State; have graduated from a high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department; be enrolled as a part time student taking at least 3 but fewer than 12 credits per semester; be in good academic standing, not have exhausted TAP eligibility; not be in default on any federal or state student loan or on any repayment of state awards; and meet income eligibility requirements.

ADDITIONAL PROGRAMS

In addition to TAP and APTS, NYSHESC administers a variety of additional programs. Some examples of other programs are:

- Flight 3407 Memorial Scholarship
- Flight 587 Memorial Scholarship
- NYS Scholarships for Academic Excellence
- Military Service Recognition Scholarship
- World Trade Center Memorial Scholarship

For information on any of the programs administered by NYSHESC, please call (888) NYS-HESC or visit www.hesc.org.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR NEW YORK STATE AID RECIPIENTS

In order to receive TAP payments a student must be meeting the standards of academic progress set by the New York State Education Department, which consist of two components:

1. Satisfactory Academic Progress: A requirement that a student accumulates a specified number of credits and achieves a specified cumulative grade point average each term. Please refer to the chart below.
2. Pursuit of Program: A requirement that a student completes a certain percentage of credits attempted each term. The percentage, as specified in regulations, begins at 50% of the minimum full-time course load in each term of the first year an award is received, to 75% in each term of the second year an award is received, to 100% in each term of the third year an award is received and thereafter.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner's approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the definition of "remedial student" are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07.

Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

Undergraduate Level Semester Programs
Calendar: Semester 2010-11 and thereafter (non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
--------------------------------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81	96	111
--------------------------------------------------------------------------	---	---	----	----	----	----	----	----	----	-----

With At Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0
-------------------------------------------------	---	-----	-----	-----	-----	-----	-----	-----	-----	-----

Undergraduate Level Trimester Programs
Calendar: Trimester 2010-11 and thereafter (non-remedial students)
C average must be met by 6th payment

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
--------------------------------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

A Student Must Have Accrued at Least This Many Credits	0	4	8	14	22	30	38	46	56	66
--------------------------------------------------------------------------	---	---	---	----	----	----	----	----	----	----

With At Least This Grade Point Average	0	1.1	1.5	1.5	1.8	2.0	2.0	2.0	2.0	2.0
-------------------------------------------------	---	-----	-----	-----	-----	-----	-----	-----	-----	-----

Before Being
Certified for

This Payment	11th	12th	13th	14th	15th
A Student Must Have Accrued at Least This Many Credits	76	86	96	106	116
With At Least This Grade Point Average	2.0	2.0	2.0	2.0	2.0

Note: The 2010-11 enacted NYS budget mandates the following standards of progress, enacted in 2006-07, shall be used for non-remedial students who first receive State aid in 2007-08 through 2009-10 and for students who meet the definition of “remedial student” in 2010-11 and thereafter. The enacted budget defines remedial for purposes of SAP.

Undergraduate Level Semester Programs

Calendar: Semester Calendar 2006-07, 2007-08 through 2009-10 and 2010-11 and thereafter remedial students (if student’s first award was in 2010-11 and he/she does not meet the definition of a remedial student, see charts for non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Undergraduate Level Trimester Programs

Calendar: Trimester Calendar 2006-07, 2007-08 through 2009-10 and 2010-11 and thereafter remedial students (if student’s first award was in

2010-11 and he/she does not meet the definition of a remedial student, see charts for non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
--------------------------------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

A Student Must Have Accrued at Least This Many Credits	0	2	4	9	17	25	33	40	50	60
--------------------------------------------------------------------------	---	---	---	---	----	----	----	----	----	----

With At Least This Grade Point Average	0	1.1	1.1	1.2	1.2	1.3	2.0	2.0	2.0	2.0
-------------------------------------------------	---	-----	-----	-----	-----	-----	-----	-----	-----	-----

Before Being Certified for This Payment	11th	12th	13th	14th	15th
--------------------------------------------------	------	------	------	------	------

A Student Must Have Accrued at Least This Many Credits	70	80	90	100	110
--------------------------------------------------------------------------	----	----	----	-----	-----

With At Least This Grade Point Average	2.0	2.0	2.0	2.0	2.0
-------------------------------------------------	-----	-----	-----	-----	-----

Students must meet both the program pursuit requirements and the satisfactory academic progress requirements in each term of payment in order to continue to be eligible. In extraordinary circumstances, a student may be granted a waiver of the minimum requirements. Students are eligible for a waiver only once during their undergraduate career and once during their graduate career. For information about the process of filing a waiver, please contact the Office of the Registrar.

INDIVIDUALS WITH DISABILITIES

Students who are medically diagnosed with a physical, developmental or emotional disability may be eligible for a grant that would help cover tuition, fees and the cost of books. Please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) for more information, or visit their website at www.vesid.nysed.gov.

ST. JOSEPH'S COLLEGE FINANCIAL AID PROGRAMS

PROFESSIONAL STUDIES GRANTS

St. Joseph's College offers a limited number of partial-tuition grants to matriculated students. Grant amounts vary according to financial need and available funds. Award determination is made by the Office of Financial Aid. Priority will be given to students who adhere to recommended filing dates.

PROFESSIONAL STUDIES TRANSFER SCHOLARSHIPS

St. Joseph's College offers a limited number of partial-tuition scholarships to matriculated transfer students entering Professional Studies. Certain conditions apply. Consult an admissions counselor for more information.

NYPD, FDNY, NYCDOC AND NYCCO PERSONNEL GRANTS

St. Joseph's College offers grants to personnel and civilian staff of the New York City Police Department, the Fire Department of the City of New York, New York City Department of Correction and New York City Court Officers. Consult an admissions counselor for more information.

REGISTERED PROFESSIONAL NURSES GRANT

St. Joseph's College offers a grant for registered professional nurses in the United States who are pursuing a bachelor's degree, and who do not receive full tuition reimbursement from their employer. Consult an admissions counselor for application procedures.

ALUMNI GRANT

Entering students who are sons and daughters of SJC alumni are considered for this award. If funding permits, other relatives of alumni

may be considered. The amount of this grant varies and is determined and awarded on a yearly basis. An application is required and must be submitted to the Director of Alumni Relations. A separate application, available at www.sjcny.edu, must be submitted each year by March 1. Alumni grants are determined by the Alumni Association Scholarship Committee.

TWO IN FAMILY GRANT

If two or more siblings of a family are enrolled as full-time undergraduate students at SJC, a \$500 per year grant will be awarded to the eldest student. If twins or spouses are enrolled as full-time undergraduate students, they will each be awarded \$250 per year. If a parent and a child are enrolled as full-time undergraduate students, the parent will be awarded the \$500 grant.

ST. JOSEPH’S COLLEGE GRADUATE FINANCIAL AID PROGRAMS

ALUMNI GRADUATE ACADEMIC EXCELLENCE AWARD

St. Joseph’s College graduates who completed their bachelor’s degree with a final cumulative GPA of 3.4 or higher, and who are admitted to a Graduate Program at St. Joseph’s College may be eligible for the one-credit SJC Alumni Graduate Academic Excellence Award. Eligible students are entitled to a one-credit tuition grant in the first fall semester of matriculation as a graduate student. Consult the Office of Admissions for applicable conditions and procedures.

GRADUATE ALUMNI TUITION GRANT

Students who earned their bachelor’s degree from St. Joseph’s College and who are enrolled in a Graduate Program at St. Joseph’s College may be eligible to receive a three or six credit tuition grant. Students eligible for a six-credit grant are entitled to a three-credit grant in the fall semester and a three-credit grant in the spring semester of their last year. If students are eligible for a three-credit grant, the grant will be awarded in the last semester (excluding summer). Consult the Office of Admissions for applicable conditions and procedures.

SAVE TIME SAVE MONEY

Undergraduate students who are accepted into the Graduate Management Studies program can get a head start on an SJC graduate management degree- MBA, MBA in Accounting, MBA in Health Care Management or MS in Management (with concentrations in Organizational

Management or Health Care Management or Human Resources Management) by taking graduate courses that would satisfy their undergraduate and graduate degree requirements at the same time. The maximum number of SJC graduate credits that can be taken is six. These graduate credits are billed at the undergraduate tuition rate. This opportunity is restricted to seniors who have met certain requirements. Additional information can be obtained from an academic advisor.

SCHOLARSHIPS AND GRANTS AT ST. JOSEPH’S COLLEGE ARE UNDERWRITTEN IN PART BY THE FOLLOWING SOURCES:

The Edith & Frances Mulhall Achilles Memorial Fund
The Gregg & JoAnne Alfano Endowed Scholarship Fund
The Dion Arroyo Endowed Scholarship Fund
The Sheila Baird Scholarship
The Richard Barry Endowed Scholarship Fund
The H. Joseph Bauch Scholarship Fund
The Sister Margaret Buckley Scholarship Fund
The Sister Mary Florence Burns Scholarship Fund
The Mary Butz Endowed Scholarship Fund
The Louis Calder Scholarship
The Rosemary S. Chapman Memorial Scholarship Fund
The Class of 1964 Endowed Scholarship Fund
The Class of 1969 Endowed Scholarship Fund
The Con Edison Math & Science Endowed Scholarship Fund
The Frances Partridge Connor Scholarship
Contributed Services – Sisters of St. Joseph
The DeBellis Family Scholarship Fund
The Rt. Rev. William T. Dillon Memorial Scholarship Fund
The Thomas A. Doherty Scholarship Fund
The Marygrace Calhoun Dunn Scholarship Fund for the ACES Program
Patricia A. Dyon Endowed Scholarship Fund
The Sister Marie Clotilde Falvey Endowed Scholarship Fund
The James Farrell Endowed Scholarship Fund
The Margaret M. Farrell Endowed Scholarship Fund
The Mary Elizabeth Farrell Scholarship Fund
The Drs. James Aloysius Gibson & Patricia Brozinsky Scholarship Fund
The Agnes Woods Gill Endowed Scholarship Fund
The Elizabeth M. Gimblet & Denis F. Gimblet Memorial Scholarship Fund
The Barry and Sheila Gornick Scholarship Fund
The Emilia Longobardo Govan Endowed Scholarship Fund
Graduate Management Studies Leadership Scholarship Fund
The Sister Joseph Damien Hanlon Endowed Scholarship Fund
The Laura W. Heiden Memorial Scholarship Fund
The S. Elizabeth A. Hill Scholarship Fund
Dr. Mary J. Huschle Endowed Scholarship Fund

The Dorothy & Bernard Kennedy Scholarship Fund
King Kullen Grocery Co., Inc.
The Blanche A. Knauth Endowed Scholarship
The S. Mary Maier Scholarship Fund
The Anne Buckley McAssey Scholarship Fund
The Margaret Welch McDermott Nursing Scholarship
The Linda Morgante Nursing Scholarship
The Morris Family Scholarship Fund
The Eileen Mulcahy Endowed Scholarship Fund
The Mary St. John Murphy Endowed Scholarship
Edna Hall Murray Endowed Scholarship Fund
The Rosemary O'Halloran Scholars
The Sister George Aquin O'Connor Endowed Scholarship Fund
The Annie O'Rourke Endowed Scholarship Fund
The Kathleen Dorothy Beck Panoff Endowed Scholarship Fund
The Roseanne and Richard Pergolis First Generation Scholarship Fund
The Doris Oshinski Powers Endowed Scholarship Fund
The Gilbert Rivera Scholarship Fund
The Erminia Rivera Scholarship Fund
The Sister Joseph Immaculate Schwartz Endowed Scholarship Fund
The Nicholas Scoyni Endowed Scholarship Fund
The Robert and Mary Sheppard Scholarship Fund
The Daniel, Margaret and Elaine Smythe Memorial Scholarship Fund
The Somers Fund for ACES Students
The Kathleen and Ted Sorensen Fund
The Stanley & Grace Spinola Endowed Scholarship Fund
The S. St. Francis Scholarship Fund
Town of Brookhaven Industrial Development Agency Endowed Scholarship Fund
The Janet Prendergast Vickrey Memorial Scholarship Fund
The Michael J. Vignato Scholarship Fund
The Thomas Wendt Scholarship Fund
St. Joseph's College Alumni Scholarships

VETERANS INFORMATION

VETERANS AND CHILDREN OF DECEASED VETERANS

St. Joseph's College is fully approved by the New York State Education Department as well as other agencies for college level education programs for veterans under federal and state laws. For more information on these programs, please visit the Department of Veterans Affairs website at www.va.gov.

Students with questions concerning financial aid should contact the Office of Financial Aid at (718) 940-5700 for the Brooklyn campus and (631) 687-2600 for the Long Island Campus



STUDENT LIFE



Choose an option below to view information for each campus:

- [Student Life \(Brooklyn Campus\)](#)
- [Student Life \(Long Island Campus\)](#)



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STUDENT LIFE (BROOKLYN CAMPUS)



- [Dean of Students and Student Life](#)
- [Student Life](#)
- [Office of Student Activities and Co-Curricular Programs](#)
- [Office of Career Development, Wellness and Disability Services](#)

In keeping with the College's objective of educating the whole person in an environment which permits the student to grow through self-direction and responsibility, the administration and faculty have granted the students a high degree of control over extra-curricular programs and activities. Moreover, the College Governance structure, especially through elected student representation on the College Advisory Council, encourages students to participate in college policy-making.

The College has a long history of faculty-student cooperation. It is hoped that the sharing of mutual concerns, ideas, and problem-solving will enhance students' emotional maturity and leadership skills.

The student who is admitted to St. Joseph's College accepts the requirements and regulations stated in the College Catalogue and the Student Handbook, including the statement on Rights and Responsibilities, the Student Code of Conduct, and the Student Grievance Procedures. The College reserves the right to initiate due process for the dismissal of a student who fails to meet these standards.

DEAN OF STUDENTS AND STUDENT LIFE

The Dean of Students and Student Life's Office is committed to supporting a vibrant and diverse campus community. The Dean of Students and Student Life is responsible for the planning, development, coordination and supervision of programs, services and activities outside the classroom.

The Dean serves as coordinator for the following: The Offices of Student

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Activities and Co-Curricular Programs; Residence Life; Career Development, Wellness and Disability Services; Orientation; Judicial Affairs; Clubs and organizations; Athletics; Campus Ministry and Health Services.

The Dean of Students acts as the chief student advocate and assists students who are experiencing problems, personal or otherwise, during their college career. The office is located on the first floor in the Student Life Suite in Tuohy Hall.

STUDENT LIFE

Student life, under the direction of the Dean of Students, is designed to create a climate in which students, while developing academically, can at the same time be encouraged to recognize and utilize their potential in every facet of their lives. Each of the activities provided is in some way designed to further the development of the student as a whole person and good citizen.

OFFICE OF STUDENT ACTIVITIES AND CO-CURRICULAR PROGRAMS

This office is the center for co-curricular activities. Under the direction of the Dean of Students and the Assistant Dean of Students, a wide range of cultural, social and educational programs are offered.

NEW STUDENT ORIENTATION

Prior to the opening of each semester, a time is set aside for the orientation of new students. The program is planned to facilitate the adjustment to college life and includes conferences, course registration, career interest services, and social activities. Orientation is continued during the year through the Faculty Advisement Program as well as through activities, lectures, meetings with the academic departments and Orientation Leaders, and the Freshman Year Experience.

STUDENT GOVERNMENT

The Student Government Association (SGA) is composed of all students who pay the prescribed student activities fee. It is vested with all the powers granted by the faculty to the student body. The Senate, the legislative body, under the leadership of the Executive Board, supervises all activities of the student body. It approves the annual budget drawn up by the Budget Committee and authorizes the expenditure of the remaining funds; it admits new organizations to the SGA and approves the constitutions of all clubs and committees under its jurisdiction.

STUDENT ACTIVITIES

Students at St. Joseph's enjoy the intimacy of a small college and the advantages of the many cultural and recreational facilities of a large metropolitan city. Within the College, clubs and social affairs are initiated by the students according to their interests. Some of the more popular organizations are the Athletic Association, Dramatics, and Campus Activities Board. Social events include parties, athletic events and the annual Dinner Dance.

HEALTH

To be in compliance with New York State law and the regulations of the New York State Department of Health, all students born after January 1, 1957 must submit documentation of immunization against measles, rubella, and mumps before they may attend class. The medical health form which students receive from the Admissions Office must be filled out by a doctor/health care provider and returned to Admissions. We further request that students make known any serious disability they may have so that, in the event of their sudden illness on campus, we may summon the proper care. This information will not be placed in their permanent records file. The information will be kept on file. Failure to register this information frees the College from any responsibility for special treatment in the event of illness.

St. Joseph's College requires all full-time undergraduate students to carry medical insurance. Students may waive the *college-sponsored plan* by providing proof that they are covered under another comparable medical insurance plan. In addition, all students are covered under a basic accident plan which carries a small mandated fee. Information is available in the Office of the Dean of Students and Student Life.

HEALTH SERVICES OFFICE

The Health Services Office meets the health-related needs of St. Joseph's College students and prepares them for lifelong wellness through educational workshops and outreach.

CAMPUS SECURITY

Information on campus security procedures is provided in a brochure distributed to all members of the college community. The U.S. Department of Education maintains a crime statistics web site: <http://ope.ed.gov/security>. To access data, go to the web site and click on "Get data for one institution/campus." Type in name of institution—saint josephs college—(no apostrophe used). Enter "Brooklyn" for institution city. The crime statistics will follow.

SPIRITUAL AND RELIGIOUS DEVELOPMENT

The Office of Campus Ministry seeks to instill in the life of the college its core values, which are integrity, service, social responsibility, intellectual and spiritual values. Through our community outreach and reverence for the sacred, Campus Ministry participates in the creation of a world with respect and dignity for all. Faculty, staff, and students are invited to participate in ecumenical services, Eucharist celebrations, film discussions, lectures, as well as outreach services to local and global communities in need, and fundraising activities for charitable organizations. Participation in all religious services is optional. The services of campus ministers of different faiths are available.

CREDIT FOR CO-CURRICULAR ACTIVITIES

Students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty: Chapel Players (Dramatics), Choral Society, Dance Club, Jazz Ensemble, and Yearbook. For Varsity Athletics, students may earn 1/2 credit per season for a total of two credits. The Moderator of each activity will provide details.

OFFICE OF CAREER DEVELOPMENT, WELLNESS AND DISABILITY SERVICES

The Office of Career Development, Wellness and Disability Services provides free services that allow students to speak with a counselor in a non-judgmental environment about various issues ranging from personal concerns to planning future career paths. The office assists students by providing the following services:

PERSONAL COUNSELING

During their college years, students sometimes encounter obstacles in their lives that may impede their academic progress. A psychologist and counselors are available to meet with students on an individual basis to help them explore their thoughts and concerns in a confidential environment.

CAREER COUNSELING

Career counseling is provided to students who wish to explore occupational interests through the career library, in-house publications and Internet access. Services include resume and cover letter assistance, interview preparation, internship coordination, employment search and graduate school information.

INTERNSHIPS

The Office is the first step to obtaining information about internship opportunities. If students wish to receive credit for internship placement, they must go through the department chairperson of their major.

GRADUATE STUDY INFORMATION

The office is a resource for graduate school information, including catalogs, program offerings and educational workshops. Information is available about qualifying examinations such as MCAT, GRE, LSAT and GMAT. Consultation is also available through departmental offices.

SERVICES FOR STUDENTS WITH DISABILITIES

The main objectives of the Office are to:

- Ensure students with disabilities equal access to all programs and services at St. Joseph's College
- Record appropriate accommodations based on documented disabilities
- Encourage independence by teaching students self-advocacy skills
- Assist students with transferring skills learned in the classroom to settings outside of the classroom
- Serve as a liaison and resource for the faculty and staff to facilitate awareness and appreciation for students with disabilities.

ACADEMIC COUNSELING

Although the Academic Dean is primarily responsible for the supervision of the academic climate and development of students, chairpersons and members of the departments, the faculty advisors, and the Office of Career Development, Wellness and Disability Services also provide academic counseling.

THE WELLNESS CENTER

The Wellness Center provides a range of services and programs that support the holistic development of all students in body, mind and spirit. The mission is to provide counseling and psychological services to St. Joseph's College students in order to support their emotional, social and psychological well-being.

ALUMNI MENTORING PROGRAM

The St. Joseph's College Alumni Mentoring Program provides an opportunity for students and alumni to connect and develop a mentoring

relationship. The program is designed to enhance the college experience by allowing students the chance to network with alumni from a variety of professions. The program is intended to give students a better understanding of how their educational experiences relate to their career choices. Alumni, in turn, can serve as role models and provide guidance and direction.



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONTACT

BROOKLYN CAMPUS

245 Clinton Avenue,
Brooklyn, NY 11205
718.940.5300

LONG ISLAND CAMPUS

155 West Roe
Boulevard
Patchogue, NY
11772
631.687.5100

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STUDENT LIFE (LONG ISLAND CAMPUS)



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- [Student Life](#)
- [Office of Student Activities and Co-Curricular Programs](#)
- [Office of Career Development and Engagement](#)
- [Counseling and Wellness Center](#)
- [Office of Student Accessibility Services](#)

In keeping with St. Joseph's objective of educating the whole person in an environment which permits the student to grow through self-direction and responsibility, the administration and faculty have granted the students a high degree of control over extra-curricular programs and activities. Moreover, the College Governance structure, especially through elected student representation on the College-Advisory Council, encourages students to participate in college policy-making.

The College has a long history of faculty-student cooperation. It is hoped that the sharing of mutual concerns, ideas, and problem-solving will enhance students' emotional maturity and leadership skills.

The student who is admitted to St. Joseph's College accepts the requirements and regulations stated in the College Catalogue and the Student Handbook, including the statement on Rights and Responsibilities, the Student Code of Conduct, and the Student Grievance Procedures. The College reserves the right to initiate due process for the dismissal of a student who fails to meet these standards.

DEAN OF STUDENTS AND STUDENT LIFE

The Office of the Dean of Students and Student Life is committed to supporting a vibrant and diverse campus community. The Dean of Students and Student Life is responsible for the planning, development, coordination and supervision of programs, services and activities outside the classroom.

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The Dean serves as coordinator for the following: The Offices of Student Activities and Co-Curricular Programs; Multicultural Student Life; Residence Life; Career Development, Wellness and Disability Services; Orientation; Judicial Affairs; Clubs and organizations; Athletics; Campus Ministry; The Wellness Center and Health Services.

The Dean of Students acts as the chief student advocate and assists students who are experiencing problems, personal or otherwise, during their college career. The office is located in Room N302 in O'Connor Hall.

STUDENT LIFE

Student Life, under direction of the Dean of Students, is designed to create a climate in which students, while developing academically, can at the same time be encouraged to recognize and utilize their potential in every facet of their lives. Each of the activities provided is in some way designed to further development of the student as a whole person and good citizen.

OFFICE OF STUDENT ACTIVITIES AND CO-CURRICULAR PROGRAMS

This office is the center for co-curricular activities. Under the direction of the Dean of Students and the Director of Student Activities and Co-Curricular Programs, a wide range of cultural, social and educational programs are offered.

NEW STUDENT ORIENTATION

St. Joseph's College is committed to making the entrance to college a smooth one. It is in this spirit that, prior to the opening of the fall and spring semesters, orientation programs are planned for all new students. These programs include information workshops, social activities, and tours of the campus. For freshmen, the orientation is continued during the first semester through the Freshman seminar, a course designed to help promote success in college.

STUDENT GOVERNMENT

The Student Government Association (SGA) is composed of all students who pay the prescribed student activity fee. It is vested with all the powers granted by the faculty to the student body. The Senate, the legislative body, under the leadership of the Executive Board, supervises all activities of the student body. It approves the annual budget drawn up by the Budget Committee under the chairmanship of the S.G.A. treasurer and authorizes the expenditure of the remaining funds; it admits new organizations to the S.G.A. and approves the constitutions of all clubs

and committees under its jurisdiction.

STUDENT ACTIVITIES

Students at St. Joseph's enjoy the intimacy of a small college and the advantages of the many cultural and recreational facilities in nearby metropolitan New York. Within the College, clubs, social events and co-curricular events are initiated by the students according to their interests. Some of the more popular events include comedy nights, guest lecturers, sports events, the Annual Spring Gala and forums on current issues.

HEALTH

To be in compliance with New York State law and the regulations of the New York State Department of Health, all students born after January 1, 1957 must submit documentation of immunization against measles, rubella, and mumps before they may attend class. The medical health form must be filled out by a doctor/health care provider. These forms can be found in the Counseling and Wellness Center, E301. We further request that students make known any serious disability they may have so that, in the event of their sudden illness on campus, we may provide the proper care. This information will not be placed in their permanent records file. The information will be kept on file in the Office of Student Accessibility Services, E301. Failure to register this information frees the College from any responsibility for special treatment in the event of illness.

St. Joseph's College requires all full-time undergraduate students to carry medical insurance. Students may waive the *college-sponsored plan* by providing proof that they are covered under another comparable medical insurance plan. In addition, all students are covered under a basic accident plan which carries a small mandated fee. Information is available in the Office of the Dean of Students and Student Life, N302.

HEALTH SERVICES OFFICE

The Health Services Office meets the health-related needs of St. Joseph's College students and prepares them for lifelong wellness through educational workshops and outreach.

CAMPUS SECURITY

Information on campus security procedures is provided in a brochure distributed to all members of the college community. The U.S. Department of Education maintains a crime statistics web site: <http://ope.ed.gov/security>. To access data, go to the web site and click on "Get data for one institution/campus." Type in name of institution—saint josephs college—(no apostrophe used). Enter "Patchogue" for institution city. The crime statistics will follow.

SPIRITUAL AND RELIGIOUS DEVELOPMENT

The Office of Campus Ministry seeks to instill in the life of the college its core values, which are integrity, service, social responsibility, intellectual and spiritual values. Through our community outreach and reverence for the sacred, Campus Ministry participates in the creation of a world with respect and dignity for all. Faculty, staff, and students are invited to participate in ecumenical services, Eucharist celebrations, film discussions, lectures, as well as outreach services to local and global communities in need, and fund raising activities for charitable organizations. The Community Service Resource Center is housed in this office. Participation in all religious services is optional. The services of campus ministers of different faiths are available.

OFFICE OF CAREER DEVELOPMENT AND ENGAGEMENT

The Office of Career Development and Engagement provides free services that allow students to speak with a counselor in a non-judgmental environment about various issues ranging from personal concerns to planning future career paths. The office assists students by providing the following services:

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The Office is a resource for graduate school information, including catalogs, program offerings and educational workshops. Information is available about qualifying examinations such as MCAT, GRE, LSAT and GMAT. Consultation is also available through departmental offices.

ACADEMIC COUNSELING

Although the Academic Dean is primarily responsible for the supervision of the academic climate and development of students, chairpersons and members of the departments, the Office of Career Development and Engagement also provide academic counseling in choosing majors and fields of study.

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center provides a range of services and programs that support the holistic development of all students in body, mind and spirit. The mission is to provide counseling and psychological services to St. Joseph’s College students in order to support their emotional, social and psychological well-being. During their college years, students sometimes encounter obstacles in their lives that may impede their academic progress. A psychologist and counselors are available to meet with students on an individual basis to help them explore their thoughts and concerns in a confidential environment.

OFFICE OF STUDENT ACCESSIBILITY SERVICES

The main objectives of the Office are to:

- Ensure students with disabilities equal access to all programs and services at St. Joseph’s College
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- Assist students with transferring skills learned in the classroom to settings outside of the classroom
- Serve as a liaison and resource for the faculty and staff to facilitate awareness and appreciation for students with disabilities.





2014-2015 Undergraduate Catalogue

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ACADEMIC LIFE (BROOKLYN CAMPUS)



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The administration and faculty recognize the college years as particularly crucial in the personal development of each student. A strong liberal arts program provides a humanistic reference point from which students can explore contemporary issues, moral values, and career opportunities. Through the study of influential ideas and actions, and through interchange with faculty and other students, each student has the opportunity to grow not only intellectually but as a total person. The synthesis, of course, rests with the student.

Students are encouraged to take advantage of the opportunities in a small college for extra-curricular involvement and committee participation, as well as for ongoing dialogue with faculty in the major department. In this way, students can help to create the ambiance of their academic lives.

The academic year consists of the fall and spring semesters, and optional summer session and intersession in January. The Calendar appears at the beginning of this catalogue.

DEGREE PROGRAMS

St. Joseph's College offers the following degree programs, which are registered with New York State Education Department.

BACHELOR OF ARTS in Biology, Child Study, Criminal Justice, English,

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History, Human Relations, Journalism and New Media Studies, Mathematics, Political Science, Psychology, Social Science, Sociology, Spanish and Speech. Students applying for the B.A. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 90 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Biology, Chemistry, Criminal Justice, Hospitality and Tourism Management, Mathematics, Computer Information Technology and Medical Technology. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. Those who wish to teach on the secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Business Administration. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Business Administration with a major in Accounting. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Marketing. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Public Accountancy. This program leads to a double major in Accounting and Business Administration and prepares for the C.P.A. exams. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 150 credits, at least 60 of which must be in the liberal arts.

DUAL BACHELOR OF SCIENCE in Business Administration with a major in Accounting and MASTER OF BUSINESS ADMINISTRATION in Accounting. This 152-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. It satisfies the education requirements for C.P.A. licensure and is registered with the New York State Education Department, Office of the Professions.

BACHELOR OF SCIENCE in Recreation. Students applying for the B.S. in Recreation must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Human Services, General Studies, Health Administration, and Organizational Management. Administered by the School of Studies, these degree programs are designed especially for adults with

nontraditional academic backgrounds or with professional training and experience. Of the 128 credits required for the degree, at least 60 must be in the liberal arts. The degree program in Organizational Management is also offered in an on line format, see [Bachelor of Science in Organizational Management Online Program \(OMOP\)](#).

BACHELOR OF SCIENCE with a major in Nursing. Administered by the School of Professional Studies, the nursing degree program, accredited by the Accrediting Commission for Education in Nursing (ACEN), is designed specifically for registered nurses. The curriculum consists of 128 credits, which includes lower-division course requirements and upper-division courses. At least 60 credits must be in the liberal arts.

DUAL BACHELOR OF SCIENCE in Business Administration with a major in Accounting and MASTER OF BUSINESS ADMINISTRATION in Accounting. This 152-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. It satisfies the education requirements for C.P.A. licensure and is registered with the New York State Education Department, Office of the Professions.

DUAL BACHELOR OF SCIENCE in Health Administration and MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 152 credit accelerated curriculum fosters the application of theoretical knowledge to real-world health care issues.

DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF BUSINESS ADMINISTRATION. This 152 credit accelerated curriculum fosters the application of theoretical knowledge to promote organizational effectiveness.

DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF SCIENCE in Management with a concentration in Human Resources Management. This 152 credit accelerated curriculum fosters the application of theoretical knowledge in support of developing organization’s human resources.

For details concerning programs administered by the School of Professional Studies, contact the school at:

St. Joseph’s College		St. Joseph’s College
245 Clinton Avenue		Long Island Campus
Brooklyn, N.Y. 11205	or	155 W. Roe Boulevard
(718) 940-5800		Patchogue, N.Y. 11772
		(631) 687-4501

For all bachelor’s degrees, a cumulative index of 2.0 is required, as well as an index of 2.0 in the major (higher, if so indicated by the major department.)

For all master’s degrees, a cumulative index of 3.0 (B) is required.

MASTER OF ARTS in Childhood or Adolescence Special Education with an Annotation in Severe or Multiple Disabilities. This program is designed for

those who possess initial certification in Childhood Education or Adolescence Education in a content field. The program provides the student with a core curriculum (12 credits) and courses that link Special Education to the New York State Learning Standards (24 credits). This program leads to certification in Childhood Special Education 1-6 or Adolescence Special Education in a content field 7-12, as well as an Annotation in Severe or Multiple Disabilities (ages birth – 21).

MASTER OF ARTS in Literacy and Cognition. The program addresses the challenges of teachers in the area of Literacy and Cognition. The 36-credit program consists of 12 credits of core courses and 24 credits of courses that link literacy instruction to the New York State Learning Standards on the level of birth through grade six. This part-time program leads to New York State Certification in Literacy–Birth to Grade 6. EXECUTIVE MASTER OF BUSINESS ADMINISTRATION. Administered by the School of Professional and Graduate Studies, this 36-credit program allows students with substantial work experience to apply graduate-level management and financial theory to workplace issues and problems. **This program is also offered in the distance education format.**

MASTER OF BUSINESS ADMINISTRATION in Accounting. Administered by the School of Professional and Graduate Studies, this 36-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. This program satisfies the education requirements for C.P.A. licensure in New York State and is registered as a licensure-qualifying program with the New York State Education Department, Office of the Professions.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 36-credit program is designed to provide health care professionals with a comprehensive management education that focuses on current issues in the health field.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management with a Concentration in Health Information Systems. This 36-credit program is designed to develop students' expertise in the planning, development, and implementation of health information systems. The concentration focuses on how Health Information Systems can improve the delivery of health care with the latest methods and technologies for the collection, organization, use, and evaluation of health care information.

MASTER OF FINE ARTS in Creative Writing.

MASTER OF SCIENCE in Human Services Leadership. Administered by the School of Professional and Graduate Studies, this 30-credit program provides professionals with a comprehensive experiential learning education that focuses on developing leadership competencies relevant to the human services field.

MASTER OF SCIENCE in Management. Administered by the School of Professional and Graduate Studies, the 36-credit curriculum consists of a 24-credit core in Management plus a 12-credit concentration in Organizational

Management, Health Care Management, or Human Resources Management.
See Executive Master of Business Administration .

MASTER OF SCIENCE with a major in Nursing. This is a part-time, cohort-based program that can be completed in seven semesters of study. The program offers a choice of two concentrations: Clinical Nurse Specialist in Adult-Gerontology or Nursing Education. All students will also be required to complete successfully a comprehensive examination with a grade of B or higher to graduate. The program is registered with the New York State Education Department, Office of the Professions.

GRADUATE ADVANCED CERTIFICATES

The following advanced certificates are registered with New York State Education Department and are offered by the Office of Graduate Management Studies:

- Health Care Management (15 credits)
- Human Resource Management (15 credits) **Also available online.**
- Human Service Leadership (12 credits). **Offered through the Human Services Department. Also available online.**
- Management of Health Information Systems (15 credits)

For all graduate degrees, a cumulative index of 3.0 is required.

CERTIFICATE PROGRAMS

St. Joseph's College offers the following undergraduate certificate programs, which are registered with New York State Education Department: Alcoholism and Addictions Counseling (29 credits), Care Management (12 credits), Counseling (12 credits), Criminology/Criminal Justice (24 credits), Gerontology (12 credits), Health Care Management (15 credits), Health Instruction (12 credits), Home Care Administration (18 credits), Hospice (15 credits), Human Resources (15 credits), Information Technology Applications (12 credits), Leadership and Supervision (12 credits), Management (28 credits), Marketing, Advertising, and Public Relations (12 credits), and Training and Staff Development (12 credits). **Both the Human Resources and Leadership and Supervision certificates are also available online.**

For these certificates, a cumulative index of 2.0 is required

CORE CURRICULUM

A new Core Curriculum was introduced for freshmen and transfer students entering the College in September 2011.

For information about courses that fulfill requirements of the new Core Curriculum, see the *Core Curriculum Guide 2014*.

CORE CURRICULUM (BROOKLYN CAMPUS)

COMMON LEARNING AREA

The **St. Joseph's College Core Curriculum** includes two courses which form the basis for the general education program. The courses in this *Common Learning Area* are designed to improve student writing and communication skills and to introduce first-year students to college-level academic work and the college experience at St. Joseph's College through a topic-based seminar and a required First Year Experience Program. Transfer students enroll in SJC 200 rather than in SJC 100 and FYE.

ENG 103 - Writing for Effective Communication

Analysis and application of the principles of effective writing. Skills developed in the performance of various writing tasks. Research techniques are also implemented.

SJC 100 - The Freshman Seminar FYE – First Year Experience

A seminar course for all first year students which will introduce them to the academic world of college and, along with the required **First Year Experience Program (FYE)**, will serve to engage students in the college experience at St. Joseph's. Each course section will focus on a unique and engaging topic related to the discipline or avocation of the instructor and may also incorporate interdisciplinary themes. This course will offer a laboratory experience of careful and critical reading, writing to learn, research skills, and cooperative classroom activities.

SJC 200 - Transfer Seminar

This one-credit course will introduce new transfer students to the mission and goals of St. Joseph's College. Additionally, students will explore learning and research skills, opportunities for campus and community involvement, and the nature of the liberal arts as envisioned by SJC. This course is required of all transfer students as a vital part of the process of becoming familiar with the ethos of St. Joseph's College and helping them to integrate into our social and learning environment.

THEMATIC LEARNING AREAS

The **St. Joseph's College Core Curriculum** includes courses which represent the areas of human knowledge and culture deemed essential for a liberal education—that is, for free men and women who must assume responsibility for directing their own lives and contributing to national and international decisions. By grouping the courses into five broad *Thematic Learning Areas*, the College has indicated the relationships among the

various disciplines and the importance of an interdisciplinary approach to the study of the liberal arts and sciences.

In order to ensure balance across the disciplines, students may offer no more than two courses from any particular discipline toward the requirements of the Thematic Learning Areas of the core.

QUEST FOR MEANING

Students are required to take two courses in this area.

Rationale: Some questions transcend our specific culture and are deeper and broader than a focused preparation for a career. They invite us to engage in a sustained practice of self-reflection in community with others on things that matter to us as human beings in the world.

Description: Course offerings in this area examine various human attempts to understand the nature of such values as truth, beauty, goodness, justice, and love; and invite students to engage in a systematic examination of such core human questions as: Who am I? Why do I exist? What can I know? How can I be a good person? For what can I hope? And even to question these questions.

Outcome: Students will be able to formulate and articulate their own view of the meaning of human existence, morality and the “good life.” Students should achieve a working knowledge of some of the ways in which humans have approached these big questions and attempted to answer them.

GLOBAL PERSPECTIVES

Students are required to take two courses in this area.

Rationale: Openness to the exploration and understanding of diverse ideas, traditions, and cultures, coupled with an appreciation of problems that transcend national boundaries, will supply students with a strong background for working in a global economy, for living in a multicultural society and for making intelligent decisions as global citizens.

Description: Course offerings in this area are designed to broaden the perspective of the student to include knowledge of world cultures, traditions, and peoples facilitated by the study of a range of global topics presented in courses from diverse disciplines.

Outcome: Students will develop sufficient cross-cultural literacy to engage effectively the global community with sensitivity and open-mindedness. To that end, students will demonstrate an understanding of the world’s peoples and culture, of the forces that bring peoples and cultures together, and demonstrate the ability to work collaboratively with people of diverse backgrounds.

SELF & SOCIETY

Students are required to take three courses in this area: one history course and two courses in two different areas of the social/behavioral sciences.

Rationale: No woman or man is an island. Each life exists within the wider context of the human community. Moreover, the story of each generation finds its place within the ever unfolding saga of human experience.

Description: Course offerings in this area seek to understand the person within these broad communal and temporal horizons. They examine the reciprocal relationship between the individual and society, situating personal dynamics within a study of the prevailing social, political and economic realities and a historical understanding of how those factors came to be.

Outcomes: Students will be able to demonstrate familiarity with some basic concepts and methodological principles in at least two of the social and behavioral sciences and will likewise be able to show that they are conversant with certain essential aspects of the historical method and perspective.

THE MATHEMATICAL, PHYSICAL, & NATURAL WORLD

Students are required to take three courses in this area including one mathematics course and one lab science course.

Rationale: Understanding our physical and natural world and the ability to think analytically are core components of being an educated person. Hypothesizing and testing the rules that govern the workings of the physical and natural world are the essence of empirical science. Deducing the rules that govern an abstract construct lies at the heart of mathematics. Together, these processes comprise analysis. These important skills can be applied in other disciplines and other aspects of their lives.

Description: Course offerings in this area invite students to engage in critical thinking and problem solving in the realm of science and mathematics. These courses will provide students with the skills that will enable them to interact effectively with the physical and natural world of the sciences and the abstract world of mathematics.

Outcomes: Students will be able to use scientific and inquiry methods when working with mathematics and scientific information and use appropriate mathematical and scientific instruments and technology. They will also develop their ability to solve multi-step problems and

construct logical arguments and demonstrate a proficiency in organizing, analyzing, synthesizing, and evaluating quantitative and qualitative information.

HUMAN EXPRESSION

Students are required to take two courses in this area.

Rationale: Imagination, resourcefulness, and the willingness to understand and communicate the human experience through a variety of perspectives and voices are critical capabilities in the modern age.

Description: Course offerings in this area develop an understanding of humankind through a wide range of literary, cultural, and aesthetic expressions. Students will also acquire skills to express themselves artistically and verbally and to appreciate the range of artistic expression throughout the human community.

Outcome: Students will demonstrate an ability to articulate their views and ideas creatively and will develop an understanding and appreciation of the diversity of such creative expressions.

INTEGRATED LEARNING AREAS

In support of the College's mission to provide a strong academic and value-oriented education, the **St. Joseph's College Core Curriculum** includes courses and experiences in five ***Integrated Learning Areas****. These areas are designed to build intellectual skills and abilities (Writing Intensive and Technology Integrated), to enhance the connections among and between the various academic disciplines and co-curricular life (Learning Communities and Service & Experiential Learning), and to foster an environment of openness to the exploration and understanding of diverse ideas, traditions, and cultures (Diversity Integrated).

Students can fulfill the requirements of these Integrated Learning Areas through courses in the thematic areas of the core, the major, or electives, as well as through certain approved co-curricular activities.

Students entering St. Joseph's College as Freshmen (29 or less credits) are required to complete at least four Integrated Learning Areas. Students entering St. Joseph's College as Transfer Students (30 or more credits) are required to complete at least three Integrated Learning Areas.

WRITING INTENSIVE

Students are required to complete two courses in this area, one before the senior year.

Rationale: Given the multiple ways students use writing to

communicate, we believe that teaching writing across a range of practices — academic, creative, and professional—should encourage students to understand the role writing plays in academic life and beyond.

Description: Course offerings and experiences in this area will shape students into strong writers by developing their critical and creative reading, thinking, and writing abilities associated with expression and composition.

Outcome: In addition to improving basic writing skills, students will be able to use writing and reading for critical thinking and creative expression.

TECHNOLOGY INTEGRATED

Students are required one experience in this area. Each experience will include at least three (3) technology areas.

Rationale: Technology touches every aspect of our lives and enables us to interact globally as well as locally. A well-educated person needs technological skills to continue to learn, to communicate, to excel and to be productive in an ever-evolving digital world.

Description: Course offerings and experiences in this area will develop the students' ability to adapt, navigate and become proficient in at least 3 technological areas: communication and collaboration, creativity and innovation, critical thinking, problem solving, decision making, digital citizenship, technology concepts and digital tools.* These areas are fluid in nature and thus students' experiences will reflect the constantly changing technologies, applications and systems in our global society.

Outcome: In addition to developing their basic technological skills (e.g. using email, word processing and presentation tools, and doing research, etc.), students will be able to demonstrate critical and technological thinking in order to locate, organize, create, evaluate, analyze, synthesize and ethically utilize information from a multiplicity of sources and media.

SJC LEARNING COMMUNITIES

Students will complete one experience in this area.

Rationale: Achieving our goals often requires that we exchange ideas with others, have successful interactions, and know how to move forward with others in a constructive way. Whether one is in the field of academia, endeavoring to be an active citizen, or developing a career, acquiring the ability to learn from and with others are important skills. To these ends, shared learning experiences provide a framework for engaging the social and collaborative nature of knowledge.

Description: Course offerings in this area emphasize cooperative learning experiences that link courses, curricular material, faculty, or student with the aim of promoting deep learning and engagement with other members of the College community.

Outcomes: Students will demonstrate an appreciation of how interdisciplinary and community learning experiences contribute to the integration of knowledge, enhance the value of a liberal arts education, and offer deeper understanding of the material they are learning through more interaction with one another and their teachers as fellow participants in the learning enterprise.

SERVICE & EXPERIENTIAL LEARNING

Students will complete one experience in this area.

Rationale: Connecting academic work to experiences outside the classroom will provide students with opportunities to practice and apply theoretical constructs, ideas and skills that foster professional and personal intellectual maturity.

Description: Course offerings or activities in this area may include a variety of options designed to supplement and complement the purely academic and theoretical. Structured experiences will encourage educational interaction and participation in supervised and collaborative ventures that will identify specific learning goals that promote the development of knowledge, skills, and dispositions associated with the liberal arts and the professions.

Outcomes: Students will learn the value of service and/or experiential learning through interactive experiences and reflections within “realworld” contexts. These experiences will encourage students to forge a link between theory and practice, while clarifying students’ connections to their local and global communities. Students will thus come to recognize the value of and need for ongoing inquiry, analysis, and evaluation.

DIVERSITY INTEGRATED

Students will complete one experience in this area.

Rationale: The liberal arts tradition should prepare students for lives of integrity, social responsibility, and service, in an environment that acknowledges the worth of all individuals, values cooperation, and incorporates the diverse concerns of dissenting voices. This core requirement prepares students to understand more fully issues and questions raised by living in a diverse society.

Description: Course offerings in this area are designed to: incorporate elements related to a variety of human differences; explore the

differences among various groups and forms of human expression in our society; examine the richness and strengths of complex, heterogeneous societies, while confronting the intolerance, inequality, and conflict that often accompany diversity. Courses will, in a substantial and rigorous manner, analyze topics and issues related to these aspects of diversity throughout the course.

Outcome: Students will be able to articulate the contributions and challenges of diverse peoples. They will demonstrate an understanding of critical issues pertaining to diversity and will be able to recognize and scrutinize the way institutional power structures influence such phenomena as marginalization and oppression as well as social and economic integration.

NOTE:

*Adapted from the National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

MAJORS

Each student develops depth by choosing one of the major academic areas for intensive study. Under the guidance of a departmental advisor, the student will select courses for a total of at least 30 credits in accord with departmental requirements. (N.B. In some instances, courses offered to satisfy the core requirements may also be offered toward the major.)

ELECTIVES

In addition to the core curriculum and major area, students also choose courses which support their majors, broaden their interests, or advance their educational and career goals.

MINORS

Some students have a number of free electives. These may be used to develop a minor, a second area of specialization. A minor requires the successful completion of 18 credits or six courses; specific requirements are listed in the departmental section of the catalogue. Minors are not required for graduation.

CERTIFICATE PROGRAMS

These programs offer students the option of combining courses in their major field and/or electives in order to develop knowledge and skill in a particular area oriented to a career interest. Students may wish to consult the catalogue

sections on Certificate Programs.

PLANS OF STUDY

Liberal Arts Programs. A broad general education, including core curriculum, major field, and electives, is still considered the best possible preparation for life. The intellectual skills involved help the student to develop the adaptability needed in a rapidly changing society. This educational program may be combined with career orientation for one of the following professions.

MEDICINE AND DENTISTRY

Those students who are interested in applying to schools of medicine or dentistry are advised to meet the requirements of the American Association of Medical Colleges or the American Dental Association. The basic requirements of these schools include one year each of English, general biology, general chemistry, organic chemistry, physics, and mathematics. Some schools have other specific requirements.

Although any major is acceptable if these requirements are met, premedical students are usually advised to major in biology or chemistry in order to assure the firm foundation in the sciences which will be required in their future work. They will be assisted by the Health Professions Committee in planning their program in the light of their individual interests and of the schools to which they intend to apply.

HEALTH-RELATED PROFESSIONS

Students interested in physical therapy, occupational therapy, and other health-related professions may choose to pursue these fields after receiving their bachelor's degree. They are responsible for learning the requirements for admission to these programs. The Health Professions Committee assists students in course selection.

BUSINESS

For students who plan to enter the world of business, there are two possible routes. The first is to major in Business Administration, Accounting or Marketing. The Chairperson of the Business Administration and Accounting Department advises students planning a career in Business. The second route is to major in one of the liberal arts or sciences for the Bachelor of Arts degree and to take an additional sequence in Business.(See [Certificate Programs](#))

TEACHING

Early Childhood, Childhood, and Special Education. A liberal arts course of study including the core curriculum, Child Study major, area of concentration, and electives, for students who wish to prepare to teach in early childhood, childhood, early childhood with disabilities, or childhood with disabilities. To

follow this program, which has been approved for teacher certification in four areas by the New York State Education Department, students should elect Child Study as a major before the completion of the freshman year. At the same time, they should choose an area of concentration of 30 credits (English, History, Human Relations, Mathematics, Psychology, Science, Social Science, Sociology, Spanish, or Speech).

This plan, which is under the direction of the Chairperson of the Child Study Department, provides students with the opportunity for observation and practicum experiences in the Dillon Child Study Center, and for student teaching at the elementary level and in special education.

Adolescence Education. A liberal arts course of study, including the core curriculum, the major, and electives for students who wish to prepare to teach on the secondary level (grades 7-12). They follow a program which has been approved for teacher certification by the New York State Education Department. The sequence of courses, including student teaching, necessitates that students select this plan early in their college careers. This plan is under the direction of the Chairperson of the Education Department.

Teacher Education Program Statistics. The pass rates for St. Joseph’s College-Main campus program completers taking the New York State Teacher Certification Examinations in 2012-2013 are as follows. Where the number tested is less than 5, the pass rate is not available.

Test Field	Number Tested	Number Passed	Pass Rate	State Pass Rate
LAST	69	68	99	Not Available
Multi-Subject CST	61	55	90	Not Available
Eng Lang Arts CST	5	–	–	Not Available
Math CST	–	–	–	Not Available
Soc Studies CST	1	–	–	Not Available
Biology CST	1	–	–	Not Available
Spanish CST	–	–	–	Not Available
Stu w/Disabilities CST	56	50	89	Not Available
ATS/Elem	61	61	100	Not Available
ATS/Sec	7	–	–	Not Available
Summary Rate All program completers	69	62	90	Not Available

LIBRARY WORK

Any liberal arts major prepares for graduate work at an accredited library school. For specific requirements, consult the catalogue of the graduate school of your choice.

LAW

Students interested in studying law may select any major which will assist them to develop their capacity for comprehension and expression in words, for critical understanding of the human institutions and values with which the law deals, and for creative power in thinking. A Pre-Law Committee advises students.

SOCIAL WORK

Those desiring social work as a career often choose Human Relations, Sociology, or Psychology as a major. However, no specific major is required for admission to graduate programs as long as there is a concentration in the behavioral and social sciences. Within the Sociology Department, there are two courses which are recommended to interested students. One is an introduction to the field of social work, and the other is a supervised field experience in a social work setting. With a liberal arts background, graduates can qualify as case aides or case workers in many different settings such as probation, social services, and youth services. While employed as case aides, students often pursue graduate study in order to qualify as social workers.

OTHER FIELDS

The Chairpersons of Departments will discuss with students career opportunities related to their subject areas.

ACADEMIC ADVISEMENT & PROGRAMMING

An integral part of providing a quality educational experience is academic advisement. Although advisors are available to offer guidance pursuing degree programs and in course selection, students share the responsibility by understanding their requirements, the process of e-advisement, and by creating their own schedules.

All students are assigned an advisor, either in their department or in the Academic Advisement Center. Students are required to confer with their advisor each semester to discuss their academic and career goals. Through the e-advising system, students propose a selection of course possibilities for the following semester, which their advisor will review and approve at their advisement meeting. The Registrar issues bulletins concerning the procedures and dates for advisement and registration. The student is free to register on his/her own after his/her assigned registration date.

For undecided students, an opportunity is provided in the Fall semester for students to explore their interests and possible majors with faculty from the various departments. Once students have declared a major, a full-time faculty member of the major department becomes their academic advisor. (For Change of Major or Plan, see [Academic Policies](#).)

COURSE LOAD

Full-time students may carry sixteen credits per term. Students beyond freshman year may take up to eighteen credits with the approval of the Major Chairperson. For more than six courses or eighteen credits in one semester, the permission of the Dean is required (See [Tuition Policy](#).)

Students taking the Experiential Portfolio Seminar may have their course load restricted. (See [Prior Experiential Learning Assessment](#).)

PASS/NO CREDIT OPTION

To encourage exploration and experimentation in curricular areas, the faculty has provided that juniors and seniors may take ONE COURSE PER SEMESTER or during Intersession or Summer Session on an Index-Free basis (i.e., the grade is not computed in the index). Students may not take more than a total of four courses Pass/No Credit.

Courses required either by core curriculum or by the student's major department, minor, or area of concentration may not be elected on this basis. Students may have the first three weeks of the term in which to notify the Registrar that they wish to take this option (or in the case of a Summer Session or Intersession course, before the fourth class). No changes, either to Pass/No Credit or back to letter grade, may be made after that time. Grades assigned are P or NC (Pass or No Credit).

Students should be cautioned that taking courses on a Pass/No Credit basis may make them ineligible for honors. (See [Honors](#).)

INDEPENDENT STUDY

Certain courses, indicated in the department offerings as 2 or 3 credits, lend themselves to guided independent study. Because the requirements for the additional credit change the scope or depth of the course, students must register the option at the time of registration.

Several introductory courses provide opportunities for interested students to do independent work. Some advanced courses are structured to encourage students to work independently on individual research.

REPEATED COURSES

A student who receives an unsatisfactory grade in a course specifically required for the degree, for the major, or for a certificate program may request departmental approval to repeat the course. Although the grade of F is the only one for which credit is not given, departments may require a grade of C or better for satisfactory completion of certain departmental requirements. In such cases, the Chairperson may permit the student to repeat a course in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index.

AUDITING COURSES

Matriculated students may audit courses with the consent of the instructor and the permission of the Academic Dean. Non-matriculated students pay the regular tuition for this privilege. No credit is given for audited courses, and no records are kept.

ON LINE COURSES

Many departments offer one or more courses in an on line format. The course schedule indicates the on line offerings for each semester. On line courses are restricted to sophomores, juniors, and seniors; advisor approval is required. Only one on line course is allowed per semester. The PASS/NO CREDIT option is not allowed. Students must have a minimum GPA of 2.7. Students must have basic computer skills, including word processing and experience using the Internet, and must have access to a PC with Windows XP or higher operating system or MAC 10.5 Leopard.

ACADEMIC SUPPORT SERVICES

THE ACADEMIC CENTER

The Academic Center is located on the third floor of McEntegart Library in Room 306. The Center employs professional tutors to aid students in a range of subjects, most prominently writing skills, accounting, and math. The Center is committed to facilitating the success of all St. Joseph's students and offers free individual, personalized tutoring, as well as group workshops. The Center is open seven days a week, and the schedule is posted. Students can make appointments by calling the Center at (718) 940-5756, electronically at www.rich75.com/sjcnny, or students can drop-in. If you have any questions or concerns, please contact the Academic Center Director Janine Latham at (718) 940-5859 or jlatham@sjcnny.edu.

THE ACADEMIC ADVISEMENT CENTER

The Academic Center is located on the first floor of Lorenzo Hall. Although each student is assigned a faculty advisor, the Academic Advisement Center is staffed with professional academic advisors who can help any student with course planning, departmental requirements, and planning for educational and career goals. The Academic Advisement Center also offers assistance with understanding the core curriculum, using the E-Advising process and WebAdvisor for registration, registering for classes, and being on schedule for graduation. The Academic Advisement Center is open year round, and students can make appointments through the Director of Academic Advising, Matt Kubacki: by e-mail mkubacki@sjcnny.edu, by phone (718) 940-5314, and by stopping by the office.

ACES

The Academic Center for Enhancement Services, ACES, is located on the first floor of St. Angela Hall in the Mary Grace Calhoun Dunne Center. The Center offers a wide range of services to students for whom English is a second language. In addition to offering special courses for a freshman cohort, the Center staff is available to provide individual assistance to students at all levels.

MATH LAB

Entering students who need help in mathematics are offered a special workshop during their first semester. Additional assistance is provided by faculty to students at upper levels.

PEER TUTORING

All students are encouraged to take advantage of the free peer tutoring program. Staffed by qualified students, the peer tutoring program provides individual assistance in most subjects, across the curriculum. To contact a peer tutor, students can make appointments by calling the Academic Center at (718) 940-5756 or by contacting the Academic Center Director Janine Latham at (718) 940-5859 or jlatham@sjcny.edu.

Students who seek out the services of the professional tutors at the Academic Center or of the peer tutors find them in helpful in raising their academic standing.

ACADEMIC POLICIES

ACADEMIC INTEGRITY

In common with all colleges and universities engaged in the search for knowledge, St. Joseph's College is committed to high standards of academic honesty. Moreover, as a college whose motto is "Esse non videri: To be, not to seem," St. Joseph's has a longstanding tradition of considering integrity as a primary value.

The College expects students to observe academic integrity in all aspects of their academic life, including the conduct of their examinations, assignments, and research. All members of the college community share the responsibility for creating a climate of academic integrity, based on fairness to others and respect for oneself.

Violations of academic integrity are treated very seriously. Policies and procedures for violations of academic honesty are explained in detail in the **Student Handbook**.

ATTENDANCE

Since attendance is a key component of academic success, students are encouraged to attend regularly and punctually all classes in which they are registered. Students who must be absent for an extended periods of time are urged to contact his/her instructor(s) concerning classwork, assignments, and announced quizzes. In the event that a student has not attended a land-based or online class by the third week of instruction, for the purposes of the College reporting to internal and external agencies, the student will be automatically dropped by the Registrar's Office. A fee of \$20 will be charged for students who are dropped from courses by the College.

At the same time, the faculty recognizes that on occasion students cannot be present. Because faculty members have confidence in the maturity of the student body, the faculty has vested all SJC students with personal responsibility for their attendance.

The faculty wish to emphasize, however, that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process.

Students will not be permitted to register for a class after the second class session. (For a six-week course, students will not be permitted to register after the first class session.) Professional Studies students may not register for nor enter writing courses after the first class session without the authorization of the Writing Coordinator.

If students have registered in advance but have missed the first two class sessions (*or* have missed the first class session of a six-week course), they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the School of Professional Studies scheduling configuration and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, that the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

AUTOMATIC DROP

Online students who have not participated in their online offerings within the first two weeks of a full semester will be automatically withdrawn. Non-participation is defined as no activity or non-academic activity - i.e. posting an introduction only. The following outlines the schedule of automatic drop:

- Day 3 of intersession online
- Day 6 of a 5-week online semester
- Day 8 of a 7.5 online compressed semester (both cycle A and cycle B)
- Day 11 of a 10-week online summer session

CHANGE OF MAJOR OR PLAN

A student who wishes to change major or plan must obtain, on a form furnished by the Registrar or Academic Advisement Center, signatures of the Chairpersons of Departments involved, and of the Academic Dean. Change of major or plan should be effected before the period of programming for the following term.

DOUBLE MAJOR

A double major is the fulfillment of the requirements in two majors concurrently. To earn a degree in double majors, the student must fulfill all of the requirements of the degree program(s) of which the majors are a part. Only one degree will be awarded, but a notation recognizing the completion of the second major will be posted on the student's permanent record. Applications for a double major may be obtained in the Registrar's Office, on the Registrar's portal site, or in the Academic Advisement Center.

CHANGE OF SCHEDULE

While students are encouraged to freely register for classes that meet their academic wants and scheduling needs, the adding and dropping of courses has an administrative impact on the college. A fee of \$20 will be charged for each change of schedule starting the day each class begins. If a course is cancelled, the students affected will be notified; there is no fee for this change of schedule.

LATE REGISTRATION

To help ensure academic success from the onset of each semester, students are not permitted to register for a course in a fourteen-week session after the second class meeting (i.e., after two meetings of three hours each), nor register for a six-week session after the first class session has met (i.e., after one session of seven and one-half hours). A fee of \$25 will be charged for late registration payable on the first class session.

WITHDRAWAL FROM COURSES

A student who wishes to withdraw from a course in which he or she is registered, should obtain the official form from the Registrar's Office or the Academic Advisement Center, and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term; thereafter, only for a most unusual reason and with the approval of the Academic Dean. A fee of \$20 is charged and for students on the flat rate, no tuition refund will be made. (See [Statement of Costs](#).) Students are advised to investigate the implications of withdrawing from courses on their eligibility for financial aid.

A student who does not withdraw officially from a course continues on the class register and must satisfy the requirements of the course. A student who ceases to attend a course before the midpoint of the semester will be withdrawn at the end of the semester and will receive a grade of WU. A student who ceases to attend a course after the midpoint will receive a grade of FN (Failure for non-attendance). A student who is failing a course and wishes to withdraw after the midpoint will receive a grade of WF (Withdrew failing).

Full-time students who receive permission to withdraw from a single course are not entitled to a refund unless the withdrawal involves extra credits. Once the session has begun, flat-rate students who change their programs to less than 12 credits will continue to be responsible for the flat rate tuition charge (as opposed to the per credit rate). The time of the withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar.

COURSES AT OTHER COLLEGES

Matriculated students who have reason to take courses for credit at another college, should obtain from the Registrar's Office a form for permission to take courses at another college and follow the directions. The procedures include consultation with the appropriate Department Chairperson and the approval of the Academic Dean. The College reserves the right to limit the number of such courses. Ordinarily students may not take courses for their major or courses required for their major at another college. Upper class students may not take courses at Junior or Community Colleges. Students are required to take a minimum of 32 credit hours of coursework at St. Joseph's College.

When the courses have been completed, students are responsible for having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below C-. (For Transfer Student Policy, see [Admissions](#).)

ACADEMIC STANDING

St. Joseph's College accepts for matriculation only those students whom the College believes capable of completing the requirements for the degree. Since students may experience difficulty at some point, however, they should consult, early enough in the term for practical assistance, the class instructor and/or the Chairperson of the Department, the Director of Counseling, their Academic Advisors, or any other faculty members. Students are advised to investigate the implications of academic standing on their eligibility for financial aid.

Satisfactory Progress is ordinarily represented by an index of 2.0. Students with indexes below 2.0 are evaluated by the Academic Development Committee. Basing their judgment upon the students' tested potential, previous academic background, and calculated estimation of improvement, the

Committee may permit students to continue in the college in good standing, under the guidance of academic advisors, for a stated time, thus giving them a chance to succeed. However, this does not automatically mean that such a student is eligible for financial aid. Such students should consult the Financial Aid section of this catalogue, the Registrar, and the Director of Financial Aid to determine their continued eligibility for financial aid.

At the end of each semester, the Registrar reviews the record of every student and refers to the Committee on Academic Development those who have failed to maintain an index of 2.0. The faculty members, with the Academic Dean, Director of Counseling, and Registrar as consultants, endeavor to determine the causes of the academic difficulty and recommend adjustments in program for the following term. The faculty members of the Committee serve thereafter as special advisors to those students who have been referred to them.

Full-time students who, at the end of a semester, have not achieved an index of 2.0 or higher may not take more than 12 credits the following semester without special permission. Part-time students may not take more than 6 credits the following semester without special permission of the Academic Dean.

Although the Committee on Academic Development reviews each case individually, students who continue to achieve below the required index of 2.0 will be advised to withdraw. Students who have been asked to withdraw may represent to the Academic Dean any relevant circumstances.

REINSTATEMENT

A student who has been asked to withdraw because of unsatisfactory progress may apply to be readmitted to the College. The procedure requires a written request, assessment of previous academic record and of potential, evidence of increased motivation, and approval of the Chairperson of the Major Department and the Academic Dean.

A student who has been reinstated is responsible for finding out the conditions, if any, which must be satisfied in order to obtain financial aid.

EXAMINATIONS

Final examinations are held at the end of each semester. Exceptions to this procedure require the approval of the Dean.

Real emergency such as illness is the only excuse for absence from an examination. A student who is absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, the student must write to the Academic Dean, stating the reason for the absence and requesting a make-up exam. A fee of twenty-five dollars is required for each late examination. By faculty regulation, a special examination may be given no sooner than one month from the date of the originally scheduled examination. The dates for such examinations are listed on the academic calendar; the hours are specified by the Registrar. Students must take the make-up exam at the time specified. A student who is absent

from a make-up exam will receive a grade of zero for the exam.

INCOMPLETES

If a faculty member believes that a student, for a serious reason, should be allowed additional time in which to complete the requirements of a course, the faculty member may file a form with the Registrar to this effect. Students should be aware that it is not College policy to further extend the outlined deadlines. In addition, the request for an Incomplete is subject to the approval of the Academic Dean, and it is the student’s responsibility to provide the work required for the completion of the course without prodding. For lad-based classes, outstanding coursework for the Fall and Intersession semesters is due by **January 25th**, and outstanding coursework for the Spring semester is due by **June 25th**. For online classes, coursework is due three weeks after the end of the semester. Online students should speak directly with his or her instructor for specific dates and additional information. Incomplete work for land-based and online courses should be given to the appropriate professor or class instructor.

CONVERSION OF INCOMPLETE AND ABSENCE GRADES

All grades submitted to the Registrar’s Office with a value of I (Incomplete) or AB (Absence from final exam) or blank grades that have not been changed to a final academic grade by the instructor of the course will automatically be converted to a final grade of F one semester after the conclusion of the semester for which the grade was submitted. If the instructor has submitted a grade to be awarded without the missing course work, that grade will then be entered on the student’s transcript.

EXEMPTIONS

Students who have achieved a minimal class average of A- in a course may, at the discretion of the professor, be exempted from the final examination in that course.

GRADES AND REPORTS

Transcripts of courses and grades are issued at the end of each term. Grades are interpreted as follows:

Quality	Grade	Percentage	Quality Points
Excellent	A	93.0 - 100.00	4.0
	A-	90.0 - 92.9	3.7
Good	B+	87.0 - 89.9	3.3

	B	83.0 - 86.9	3.0
	B-	80.0 - 82.9	2.7
Satisfactory	C+	77.0 - 79.9	2.3
	C	73.0 - 76.9	2.0
Passing	C-	70.0 - 72.9	1.7
	D+	67.0 - 69.9	1.3
	D	63.0 - 66.9	1.0
	D-	60.0 - 62.9	0.7
Unsatisfactory	F	Below 60.0	0.0

*WD Student officially withdraws from a course; no grade penalty.

*WF Withdrew Failing

*WU Unofficial withdrawal (before midpoint without penalty)

*FN Failure for non-attendance (disappeared after the mid-point with penalty.)

*See [Academic Standing](#)

Pass/No Credit Basis

Pass	P	60 - 100	—
Unsatisfactory	NC	Below 60	—

LEAVE OF ABSENCE

Students who find it necessary to interrupt their studies temporarily may apply for a leave of absence. The procedures are the same as for withdrawal from the College. (See below.) A student who is granted such a leave is considered a matriculated student, although not registered for courses, and may return at the termination of the leave without reapplying for admission. A leave of absence may be maintained for up to two semesters. A student who wishes to return from a leave of absence must contact the Registrar 6–8 weeks prior to the start of the semester for advisement and registration. A student on leave who does not return after two semesters will be considered to have withdrawn.

WITHDRAWAL FROM THE COLLEGE

Students who plan to withdraw from the College should consult the Academic Dean and then file an official withdrawal form. All financial obligations to the College must be fully paid before a student may withdraw or graduate in good standing. In addition, a student who has received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See [Financial Aid Program](#).) It is important for financial aid purposes that the last date of

attendance be officially recorded. The Administration of the College may require the withdrawal of any student whose academic record or conduct is judged unsatisfactory. St. Joseph's College is under no obligation to readmit students who have withdrawn from the College or who have been asked to withdraw.

STUDENT RETENTION AND GRADUATION

Of the 162 students who entered St. Joseph's College Brooklyn Campus as full-time freshmen in September 2007, 82% were still enrolled in September 2008, 77% in September 2009 and 72% in September 2010. Of the original group, 63% graduated in June 2011 within 4 years, 70% within 5 years, and had an overall 6 year graduation rate of 71%.

These figures refer only to students enrolled in the School of Arts and Sciences at the Brooklyn Campus and do not reflect students who joined either the freshmen cohort or the upper division transfer cohort at a later point. Retention and graduation figures for the Long Island Campus are published in their respective sections.

HONORS

DEAN'S HONOR LIST

At the beginning of each term, the Dean publishes the names of those students who in the previous academic semester attained an index of 3.65 or higher. Part-time students who attain an index of 3.65 or higher in units of 15 consecutive credits are eligible for the Dean's List. Eligibility is automatically determined at the end of each semester.. (All courses in a given semester must be included, even if this brings the total number of credits above 15.) This list is posted on a special bulletin board in the main hall of the College, outside the Dean's Office.

DEPARTMENTAL HONORS AT GRADUATION

A cumulative index of 3.0 and an index of 3.70 in the major field are the minimum requirements. The faculty members of the department evaluate and vote on each academically eligible candidate as a person worthy of honors. Departments may limit the number of recipients to a percentage of their graduating majors.

DEGREE WITH HONORS

The degree with honors is the highest accolade. In order to be eligible for a degree with honors, students must have completed 60 credits at St. Joseph's College, not more than 12 of which may be Pass/No Credit. For the degree *summa cum laude*, a cumulative index of 3.90 will be required; for *magna cum*

laude, 3.80; and for *cum laude*, 3.70. The required index must be met in two calculated indices: in the four-year cumulative index, including all credits and grades taken at other colleges; and in the last 60 credits taken at St. Joseph's College.

SENIOR HONORS

Students who achieve a cumulative index of 3.8 for the last 30 credits taken at St. Joseph's College will receive Senior Honors in the School of Professional Studies.

DISTINGUISHED GRADUATE AWARD

The Distinguished Graduate Award is given to students in the School of Professional Studies who achieve a cumulative index of 3.85 for the last 45 credits taken at the College. Persons receiving the Distinguished Graduate Award will not also receive Senior Honors.

HONOR SOCIETIES

Membership in the honor societies is based on both academic and non-academic qualifications. While the requirement of superior academic achievement is common to all the societies, the nonacademic criteria for admission vary, according to the nature and purpose of the particular society.

Students who are academically eligible for an honor society, i.e., who have the required index, are notified by means of the Registrar's bulletin board. Eligible students must then submit to the Committee on Academic Development an honors application, demonstrating their possession of the specific qualifications required by the honor society to which they are applying. This honors application includes an essay by the candidate, a documented list of activities, and evaluations by faculty and others. The Committee on Academic Development reviews all applications and votes on membership in the honor societies.

SIGMA IOTA CHI

Membership in the College honor society, Sigma Iota Chi-SJC, is based on academic performance as well as upon outstanding personal qualities. These qualities must be reflected, at least in part, in some involvement and/or service in extra-curricular activity at the College during the past academic year. Candidates must be individuals who represent the ideals of St. Joseph's College. Students with an annual index of 3.7 based on grades earned at St. Joseph's are eligible for election to membership in Sigma Iota Chi for one year. Part-time students may request consideration for membership after completing the equivalent of each year's work (30 credits). No students, full or part-time, may receive membership more than four times. A student who holds membership for three years receives the key of the society at Commencement.

KAPPA GAMMA PI

Kappa Gamma Pi is a national honor society for women and men graduates of colleges in the Catholic tradition. St. Joseph's is one of the original members of this organization. Candidates must have completed seven semesters with honors; i.e., they must be eligible for graduation *cum laude*. (See [Degree With Honors](#), above.) In addition, they must be leaders in extra-curricular campus or volunteer off-campus activities, and must be willing to accept membership, knowing the responsibility for individual leadership in church, civic, and Kappa sponsored activity which membership implies. No more than ten percent of the graduating class may be elected.

DELTA EPSILON SIGMA

Delta Epsilon Sigma is a national scholastic honor society for undergraduates, faculty, and alumni of colleges and universities with a Catholic tradition. St. Joseph's is one of the founding colleges and is headquarters for the Epsilon Chapter. To be eligible for membership, candidates must be persons who have a record of outstanding academic accomplishment, who have shown dedication to intellectual activity, and who have accepted their responsibility of service to others. Juniors and seniors may be considered for membership, provided that they have completed one full year (30 credits) at St. Joseph's and rank not lower than the highest twenty percent of their class in scholarship. No more than fifteen percent of a class may be elected; usually only ten percent may be elected in Junior year.

BETA BETA BETA

Tri-Beta is a national biology professional and honor society. Its program is three-fold, emphasizing the stimulation of scholarship, dissemination of scientific knowledge, and promotion of undergraduate research. To become a regular member of the Theta Iota Chapter at St. Joseph's College, a student must have completed at least 3 semesters of biology (12 credits), have a cumulative GPA of at least 3.0, and have a biology course GPA of 3.0 or better. Transfer students must take at least one course at St. Joseph's College in order to be eligible for election to the society. Service to the Biology Department and high standards of personal behavior are also required.

DELTA MU DELTA

Delta Mu Delta is a national honor society that recognizes business administration students who have distinguished themselves scholastically and who have demonstrated good character and the leadership potential for a socially useful and satisfying career of service. Membership is accorded to undergraduate seniors registered in programs of business administration who have a cumulative index of 3.2 or higher, are in the top 20 percent of their class, and are of good character. (A minimum of 18 credits in business administration must be completed at St. Joseph's College by the time of

induction.)

GAMMA SIGMA EPSILON

Gamma Sigma Epsilon is a national chemistry honor society whose founding mission was “to foster a more comprehensive and cooperative study of that great branch of Science and its immediately allied studies.” The National Society promotes fellowship among professional chemists and scientific exchange in the form of invited lectures and student research presentations. The College chapter emphasizes leadership in science through service to the community and excellence in scientific scholarship and research. To become a member of the chapter, students must be declared chemistry majors and have completed 23 credits of chemistry coursework with a cumulative GPA of at least 3.0.

KAPPA DELTA PI

Kappa Delta Pi, International Honor Society in Education, has as its purpose to foster excellence in education and promote fellowship among those dedicated to teaching. Its mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. To be eligible for membership, undergraduate students must be enrolled in an education program, demonstrate leadership attributes, have completed 60 hours of collegiate work, and have a cumulative grade-point average of 3.5 or greater. Graduate students must demonstrate leadership attributes and completed at least 12 credit hours in education with a cumulative GPA of 3.7 or higher.

KAPPA MU EPSILON: NEW YORK OMICRON CHAPTER

Kappa Mu Epsilon is a national mathematics honor society which recognizes outstanding achievement and service in the field of mathematics, while promoting an interest in mathematics among undergraduate students. It is sanctioned by the Association of College Honor Societies, and chapters are located in select colleges and universities which offer a strong mathematics major. Nominations for student membership are based on scholarship, professional merit, and service. Prospective candidates must have completed at least three semesters of the college course, including a minimum of three college courses in mathematics, of which one must be calculus, with a minimum GPA of 3.0 in all mathematics courses, and an overall class rank in the upper 35% of the class. Transfer students may apply after completing at least one mathematics course at St. Joseph’s College, with a minimum grade of B.

LAMBDA PI ETA

Lambda Pi Eta is the national communication honor society sponsored by the

National Communication Association. To become a member, a student must have completed at least 60 semester hours in college and at least 12 semester hours of communication study, have a cumulative GPA of at least 3.0, have a communication studies GPA of at least 3.25, be in the upper 35% of the graduating class, and display commitment to the field of communication. Minors and concentrates are eligible for membership, provided they meet the criteria.

PHI ALPHA THETA

St. Joseph's has a chapter, Phi Mu, of the international history honor society, Phi Alpha Theta. Membership in Phi Mu is open to the whole student body. Student membership is based on a 3.5 index in at least 12 credits of History and an index of 3.0 in 2/3 of the remaining courses. (Six of the 12 credits must be taken at St. Joseph's College. Advanced Placement courses do not count toward the 12 credits.)

PSI CHI

Psi Chi is the national honor society in psychology, founded to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. To be eligible, undergraduates must have a major, minor, or concentration in psychology or in a field that is psychological in nature, such as human relations. They must have completed at least three semesters in college and at least nine credits of psychology, with an overall GPA of 3.5 and a GPA of 3.0 in psychology. High standards of personal behavior are also required.

SIGMA DELTA PI

Sigma Delta Pi, *Sociedad Nacional Honoraria Hispánica*, is the national collegiate Hispanic honor society. The purposes of the society are to honor those who attain excellence in the study of the Spanish language and in the study of the literature and culture of the Spanish speaking people; to honor those who have made the Hispanic contributions to modern culture better known in the English-speaking world; to encourage college and university students to acquire a greater interest in and a deeper understanding of Hispanic culture; to foster friendly relations and mutual respect between the nations of Hispanic speech and those of English speech; to serve its members in ways which will contribute to the attainment of the goals and ideals of the society. To be eligible for membership, students must have completed three semesters of college courses and at least three years of college Spanish (18 credits), including at least three semester hours of a third-year course in Hispanic literature or civilization and culture. Their grades in all Spanish courses must average 3.0, and they must rank in the upper 35% of their class. They must show interest in things Hispanic and be of good moral character.

SIGMA TAU DELTA

St. Joseph's has a chapter, Alpha Iota Omicron, of the International English Honor Society, Sigma Tau Delta. The purposes of the society are to confer distinction for high achievement in the English language and literature, to promote interest in the English language and literature, and to foster the discipline of English in all its aspects, including creative and critical writing. Membership is open to juniors and seniors who have a major, minor, or concentration in English; an overall GPA of 3.0; and an index of 3.2 in at least 12 credits of English.

THETA ALPHA KAPPA

Theta Alpha Kappa is the national honor society for religious studies and theology. Honoring excellence in the fields of theology and religious studies is its primary purpose, and it currently hosts over 200 local chapters throughout the United States. To be inducted into the society, students must have completed at least three semesters at an institution having a local chapter in good standing, completed a minimum of twelve semester credits in courses representing religious studies or theological studies, attained a grade point average of 3.5 in such courses, attained at least a 3.0 grade point average in their total academic program, and been ranked in the upper 35% of their class in general scholarship.

UPSILON PI EPSILON

Upsilon Pi Epsilon is an international honor society whose membership consists of outstanding undergraduate and graduate students and faculty in Computing and Information Disciplines. Members are chosen not only for their scholastic achievement in a computing science program, but also for distinguishing themselves as true professionals. Membership is limited to those who can effectively achieve the original goals of the society, which include: the recognition of outstanding talent in the field of computing science; the promotion of scholarship and the maintenance of high standards in computing science; the representation of computing science in interdisciplinary communications; and the encouragement of individual contributions to society through computing science. To be eligible for election to membership, undergraduate students shall have attained a GPA of at least 3.0 and have completed at least 45 semester hours of credit, including 15 semester hours in the basic Computing and Information System Courses. Prospective student members must be enrolled in a degree program in Computing and Information Disciplines at the time they are considered for membership.

NURSING HONOR SOCIETY

Membership in the St. Joseph's College Nursing Honor Society is based on superior scholastic achievement, evidence of professional leadership potential and/or marked achievement in the field of Nursing. Candidates must have a grade point average of at least 3.0, have completed at least half of the Nursing Baccalaureate curriculum, and must rank in the top 35% of the graduating

class. Eligibility for membership is determined by an eligibility committee.

AWARDING OF DEGREES

Graduation exercises are held annually in May at which time diplomas are distributed. Students with no more than six credits outstanding may participate in graduation ceremonies, provided the student is registered in the summer session directly following at St. Joseph's College to complete those credits. Diplomas are also distributed in January for students whose degrees are conferred in August or January.

SPECIAL PROGRAMS

HONORS PROGRAM

The Honors Program is designed to provide a challenging learning experience for academically talented students, whatever their major field of study. Entering students are invited to join the program, based on SAT scores and high school average. Students on the Dean's List for the first semester may apply to the Honors Program in spring of freshman year.

Focusing on the liberal arts, the program includes some special honors classes which bring the students together, beginning in freshman year. Students also have the option of undertaking honors work in regular classes. In addition, they are encouraged to make use of the cultural resources of New York City through a series of trips planned each year. In junior year, students may take advantage of a partially subsidized trip abroad. A senior research project climaxes the program.

Students who complete the Honors Program receive a special notation on their transcripts.

ACCELERATED BIOMEDICAL PROGRAM

St. Joseph's offers an accelerated biomedical program in affiliation with The New York College of Podiatric Medicine.

For details, see the [Biology Department](#) offerings.

COMBINED BS/MBA IN ACCOUNTING

This accelerated program combines the BS in Business Administration with a major in Accounting and the MBA in Accounting. It is designed to prepare students for careers in public accounting and meets the education requirements for licensure as a Certified Public Accountant in New York State. For further details, students should consult the catalogue section for Business Administration and Accounting and the Director of Graduate Management Studies.

COMBINED BA/BS+MBA PROGRAM

This accelerated program offered at St. Joseph's College enables students to earn an undergraduate degree and a Master of Business Administration in five years. The program is open to all, but is designed to articulate with the Mathematics Actuary Track or the Computer Information Technology major. In fall of junior year students must complete the application process for the MBA program. For details about this program, students should consult the Director of Graduate Management Studies.

ACES

The Academic Center for Enhancement Services (ACES) was established to provide support for qualified students whose second language is English and who need to improve their academic reading and writing skills in order to excel at the college level. ACES provides an intensive program for a selected group of entering ESL freshmen. In addition it offers assistance to individual students and to faculty in the content subjects who are working with second language students. The services of ACES are also available to students whose first language is English, but who seek to enhance their reading and writing skills, as well as to faculty who have an interest in writing across the curriculum.

HIGH SCHOOL-COLLEGE ARTICULATION: BRIDGE PROGRAM

To provide a bridge between high school and college for qualified high school juniors and seniors, St. Joseph's College offers selected courses at local high schools. Courses are determined in consultation with the high school principal and the college department chairperson.

To enrich the experiences of teachers, students, and parents, St. Joseph's College partners with local middle schools. Events include teacher development sessions and talks on taking the first steps in the college-application process.

NON-MATRICULATED STUDENTS

Qualified high school seniors recommended by their grade advisors and/or principals may register for college courses for credit. (See also, [Early Admission Plan](#).)

Adults who wish to take college courses offered during the regular day program may, with the approval of the Academic Dean, register as non-matriculated students. Such students should contact the Registrar.

A non-matriculated student may accumulate as many as 18 credits. The student may not take additional courses unless he/she applies and is accepted for matriculation. The person seeking to enroll in this category will be subject to

the application requirements and procedures described in the Admissions section of this catalogue.

SUMMER SESSION AND INTERSESSION

A Summer Session and a January Intersession are held to accommodate students who for a variety of reasons wish to attend. Non-matriculated students are welcome.

Matriculated students who wish to attend other colleges should consult the preceding section on Courses at Other Colleges.

STUDENT’S RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled “Family Educational Rights and Privacy Act,” or more often known simply as the Buckley Amendment, prohibits release of any material in a student’s file to any third party without the written consent of the college student. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar’s Office and in the Office of the Academic Dean. Students who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the informal and formal proceedings outlined in the current Student Handbook.

STUDENT COMPLAINTS

A student who has a complaint about an academic matter should follow the procedures set forth in the *Student Handbook* under Student Grievance Procedures in Academic Matters. No adverse action will be taken against any student who files a complaint.

BIAS RELATED CRIMES

In compliance with Section 6436 of the Education Law, St. Joseph’s College adopts the following policies and procedures:

All actions against persons or property, which may be considered bias crimes are unequivocally prohibited at all times in any college owned or operated property, or at any college sponsored activities.

Bias crimes may be defined as any form of unlawful harassment or other harmful behavior such as assault which is based on an individuals sex, race, national origin, disability, veteran status, or on any individuals status in any group or class protected by applicable federal, state, or local law.

The penalties for committing such crimes will include reporting the incident to the appropriate authorities so that an independent investigation can be conducted. The College will also undertake an investigation of the incident, in keeping with the guidelines published in the Student Handbooks. The procedures for dealing with bias related crimes will be the same as those outlined for grievances relating to allegations of sexual harassment and all other forms of unlawful harassment and discrimination.

The office of Counseling will provide support services for victims of bias related crime, and will make appropriate referrals to outside agencies.

Bias related crime on college campuses occur when a lack of familiarity with people who are different, or who belong to groups that others are uncomfortable with, evolves into a hostile environment. In a college setting many young people come together and encounter people of different cultures and backgrounds for the first time. Because the students bring biases and attitudes from their own past experiences, the possibility of bias related crimes must be recognized and every effort must be made to provide opportunities for open and honest dialogue and sharing.

The College provides information about security procedures through a brochure that is distributed to all incoming students and new employees, as well as frequent updates in campus newsletters and publications.

CAMPUS SAFETY STATISTICS

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. The US Department of Education web site address for campus crime statistics is: <http://www.ed.gov/admins/lead/safety/campus.html>

The College has designated campus contacts who are authorized to provide campus crime statistics.

Brooklyn Contact Person:

Michael McGrann, Director of Security, (718) 940-5741

The College shall provide a hard copy mailed to the individual within 10 days of the request and that information will include all of the statistics that the campus is required to ascertain under Title 20 of the U.S. Code Section 1092 (f).

SERVICES FOR STUDENTS WITH DISABILITIES

The Executive Director of Counseling and Career Development acts as the Coordinator of Services for Students with Disabilities. The Director provides information and counseling to qualified students and works with students and faculty to ensure that appropriate academic adjustments are provided. Students

should consult the Student Policy Handbook for further information.

It is the responsibility of all students to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that important correspondence is not received by the student. All e-mail correspondence will be conducted through the student's St. Joseph's College e-mail address.



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONTACT

BROOKLYN CAMPUS

245 Clinton Avenue,
Brooklyn, NY 11205
718.940.5300

LONG ISLAND CAMPUS

155 West Roe
Boulevard
Patchogue, NY
11772
631.687.5100

MENU

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ACADEMIC LIFE (LONG ISLAND CAMPUS)



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The administration and faculty recognize the college years as particularly crucial in the personal development of each student. A strong liberal arts program provides a humanistic reference point from which students can explore contemporary issues, moral values, and career opportunities. Through the study of influential ideas and actions, and through interchange with faculty and other students, each student has the opportunity to grow not only intellectually but as a total person. The synthesis, of course, rests with the student.

Students are encouraged to take advantage of the opportunities in a small college for extra-curricular involvement and committee participation, as well as for ongoing dialogue with faculty in the major department. In this way, students can help to create the ambiance of their academic lives.

The academic year consists of the fall and spring semesters, and optional summer session and intersession in January. The academic calendar appears at the beginning of this catalogue.

DEGREE PROGRAMS

St. Joseph's College, Long Island Campus, offers the following degree programs, which are registered with New York State Education Department.

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S

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BACHELOR OF ARTS in Biology, Child Study, Criminal Justice, English, History, Human Relations, Journalism and New Media Studies, Mathematics, Philosophy and Religious Studies, Political Science, Psychology, Social Science, Sociology, Spanish, and Speech. Students applying for the B.A. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 90 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Biology, Chemistry, Criminal Justice, Hospitality and Tourism Management, Mathematics, Mathematics/Computer Science, Computer Information Technology, and Medical Technology. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. Those who wish to teach on the secondary level will also follow the program approved for teacher certification.

BACHELOR OF SCIENCE in Business Administration. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Business Administration with a major in Accounting. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Marketing. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Public Accountancy. This program leads to a double major in Accounting and Business Administration and prepares for the C.P.A. exams. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 150 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Recreation. Students applying for the B.S. in Recreation must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Human Services, General Studies, Health Administration, and Organizational Management. Administered by the School of Professional Studies, these degree programs are designed especially for adults with non-traditional academic backgrounds or with professional training and experience. Of the 128 credits required for the degree, at least 60 must be in the liberal arts. The degree program in Organizational Management is also offered in an on line format, see [Bachelor of Science in Organizational Management Online Program \(OMOP\)](#).

BACHELOR OF SCIENCE with a major in Nursing. Administered by the School of Professional Studies, the nursing degree program, accredited by the Accreditation Commission for Education in Nursing, (ACEN), is designed specifically for registered nurses. The curriculum consists of 128 credits, which includes lower-division course requirements and upper-division courses. At least 60 credits must be in the liberal arts.

DUAL BACHELOR OF SCIENCE in Business Administration with a major in Accounting and MASTER OF BUSINESS ADMINISTRATION in Accounting. This 152-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. It satisfies the education requirements for C.P.A. licensure and is registered with the New York State Education Department, Office of the Professions.

DUAL BACHELOR OF SCIENCE in Health Administration and MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 152 credit accelerated curriculum fosters the application of theoretical knowledge to real-world health care issues.

DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF BUSINESS ADMINISTRATION. This 152 credit accelerated curriculum fosters the application of theoretical knowledge to promote organizational effectiveness.

DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF SCIENCE in Management with a concentration in Human Resources Management. This 152 credit accelerated curriculum fosters the application of theoretical knowledge in support of developing organization's human resources.

For details concerning programs administered by the School of Professional Studies, contact the school at:

St. Joseph's College
245 Clinton Avenue
Brooklyn, N.Y. 11205
(718) 940-5800

or

St. Joseph's College
155 W. Roe Boulevard
Patchogue, N.Y. 11772
(631) 687-4501

For all bachelor's degrees, a cumulative index of 2.0 is required, as well as an index of 2.0 in the major (higher, if so indicated by the major department.)

For all master's degrees, a cumulative index of 3.0 (B) is required.

MASTER OF ARTS in Childhood or Adolescence Special Education with an Annotation in Severe or Multiple Disabilities. This program is designed for those who possess initial certification in Childhood Education or Adolescence Education in a content field. The program provides the student with a core curriculum (12 credits) and courses that link Special Education to the New York State Learning Standards (24 credits). This program leads to certification

in Childhood Special Education 1-6 or Adolescence Special Education in a content field 7-12, as well as an Annotation in Severe or Multiple Disabilities (ages birth – 21).

MASTER OF ARTS in Infant/Toddler Early Childhood Special Education This program is designed for those interested in obtaining a Master of Arts degree with certification in Early Childhood Special Education. The graduate program consists of 36 credits. Students must complete the 36 credits, which includes one semester or summer session in a full-time fieldwork placement, and a Master's thesis.

MASTER OF ARTS in Literacy and Cognition. The program addresses the challenges of teachers in the area of Literacy and Cognition. The 36-credit program consists of 12 credits of core courses and 24 credits of courses that link literacy instruction to the New York State Learning Standards on the level of birth through grade six. This part-time program leads to New York State Certification in Literacy–Birth to Grade 6.

MASTER OF ARTS in Mathematics Education. This part-time program is designed for those who possess initial certification in Mathematics. The goal of this program is to instill in teaching professionals dedication to the discipline, as well as the desire and ability to become lifelong learners. The graduate program consists of 30 credits and fulfills the degree requirement for professional certification in Mathematics 7-12.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION. Administered by the School of Professional Studies. This 36-credit program allows students with substantial work experience to apply graduate-level management and financial theory to workplace issues and problems. **This program is also offered in the distance education format.**

MASTER OF BUSINESS ADMINISTRATION in Accounting. Administered by the School of Professional Studies, this 36-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. This program satisfies the education requirements for C.P.A. licensure in New York State and is registered as a licensure-qualifying program with the New York State Education Department, Office of the Professions.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 36-credit program is designed to provide health care professionals with a comprehensive management education that focuses on current issues in the health field.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management with a Concentration in Health Information Systems. This 36-credit program is designed to develop students' expertise in the planning, development, and implementation of health information systems. The concentration focuses on how Health Information Systems can improve the delivery of health care with the latest methods and technologies for the collection, organization, use, and evaluation of health care information.

MASTER OF SCIENCE in Human Services Leadership. Administered by the School of Professional Studies, this 30-credit program provides professionals with a comprehensive experiential learning education that focuses on developing leadership competencies relevant to the human services field.

MASTER OF SCIENCE in Management. Administered by the School of Professional Studies, the 36-credit curriculum consists of a 24 credit core in business plus a 12-credit concentration in Organizational Management, Health Care Management, or Human Resources Management.

MASTER OF SCIENCE with a major in Nursing. This is a part-time, cohort-based program that can be completed in seven semesters of study. The program offers a choice of two concentrations: Clinical Nurse Specialist in Adult-Gerontology or Nursing Education. All students will also be required to complete successfully a comprehensive examination with a grade of B or higher to graduate. The program is registered with the New York State Education Department, Office of the Professions.

GRADUATE ADVANCED CERTIFICATES

The following advanced certificates are registered with New York State Education Department and are offered by the Office of Graduate Management Studies:

- Health Care Management (15 credits)
- Human Resources Management (15 credits). **Also available online.**
- Human Services Leadership (12 credits). **Offered through the Human Services Department. Also available online.**
- Management of Health Information Systems (15 credits)

For all graduate degrees, a cumulative index of 3.0 is required.

CERTIFICATE PROGRAMS

St. Joseph's College offers the following undergraduate certificate programs, which are registered with New York State Education Department: Alcoholism and Addictions Counseling (29 credits), Care Management (12 credits), Counseling (12 credits), Criminology/Criminal Justice (24 credits), Gerontology (12 credits), Health Care Management (15 credits), Health Instruction (12 credits), Home Care Administration (18 credits), Hospice (15 credits), Human Resources (15 credits), Information Technology Applications (12 credits), Leadership and Supervision (12 credits), Management (28 credits), Marketing, Advertising, and Public Relations (12 credits), and Training and Staff Development (12 credits). **Both the Human Resources and Leadership and Supervision certificates are also available online.**

For these certificates, a cumulative index of 2.0 is required.

WEEKEND COLLEGE TRIMESTER PROGRAM

Accelerated Weekend College is intended for individuals with personal and

professional responsibilities who wish to obtain a bachelor's degree or certificate but find it difficult to attend day or evening classes.

With classes offered approximately every other weekend in the trimester format, the accelerated Weekend College aims to provide adult students with an opportunity for personal and career development. Student achievement is fostered in an environment that encourages self-directed learning supported by a structure of relationships and on-going advisement.

Applicants wishing to pursue a degree or certificate program in the accelerated Weekend College must satisfy the admission requirements for the degree or certificate program, as well as possess the maturity and background to undertake this challenging academic format. Students may supplement their trimester credit with credit by examination, prior experiential learning assessment credit, video course credit, or by enrolling in additional evening courses. The following programs are offered: B.S. degrees in Human Services, Health Administration and Organizational Management as well as Certificates in Counseling, Gerontology, Health Care Management, Home Care Administration, Human Resources, Information Technology Applications, Leadership and Supervision, Management, and Training and Staff Development.

CORE CURRICULUM

A new Core Curriculum was introduced for freshmen and transfer students entering the College in September 2011.

For information about courses that fulfill requirements of the new Core Curriculum, see the *Core Curriculum Guide 2014*.

CORE CURRICULUM (LONG ISLAND CAMPUS)

COMMON LEARNING AREA

The **St. Joseph's College Core Curriculum** includes two courses which form the basis for the general education program. The courses in this **Common Learning Area** are designed to improve student writing and communication skills and to introduce first-year students to college-level academic work and the college experience at St. Joseph's College through a topic-based seminar and a required First Year Experience Program. Transfer students enroll in SJC 200 rather than in SJC 100 and FYE.

ENG 103 - Writing for Effective Communication

Analysis and application of the principles of effective writing. Skills developed in the performance of various writing tasks. Research techniques

are also implemented.

SJC 100 - The Freshman Seminar

A seminar course for all first year students which will introduce them to the academic world of college and, along with the required **First Year Experience Program (FYE)**, will serve to engage students in the college experience at St. Joseph's. Each course section will focus on a unique and engaging topic related to the discipline or avocation of the instructor and may also incorporate interdisciplinary themes. This course will offer a laboratory experience of careful and critical reading, writing to learn, research skills, and cooperative classroom activities.

SJC 200 - Transfer Seminar

This one-credit course will introduce new transfer students to the mission and goals of St. Joseph's College. Additionally, students will explore learning and research skills, opportunities for campus and community involvement, and the nature of the liberal arts as envisioned by SJC. This course is required of all transfer students as a vital part of the process of becoming familiar with the ethos of St. Joseph's College and helping them to integrate into our social and learning environment.

THEMATIC LEARNING AREAS

The **St. Joseph's College Core Curriculum** includes courses which represent the areas of human knowledge and culture deemed essential for a liberal education—that is, for free men and women who must assume responsibility for directing their own lives and contributing to national and international decisions. By grouping the courses into five broad ***Thematic Learning Areas***, the College has indicated the relationships among the various disciplines and the importance of an interdisciplinary approach to the study of the liberal arts and sciences.

In order to ensure balance across the disciplines, students may offer no more than two courses from any particular discipline toward the requirements of the Thematic Learning Areas of the core.

QUEST FOR MEANING

Students are required to take two courses in this area.

Rationale: Some questions transcend our specific culture and are deeper and broader than a focused preparation for a career. They invite us to engage in a sustained practice of self-reflection in community with others on things that matter to us as human beings in the world.

Description: Course offerings in this area examine various human attempts to understand the nature of such values as truth, beauty, goodness, justice, and love; and invite students to engage in a systematic examination of such core human questions as: Who am I? Why do I

exist? What can I know? How can I be a good person? For what can I hope? And even to question these questions.

Outcome: Students will be able to formulate and articulate their own view of the meaning of human existence, morality and the “good life.” Students should achieve a working knowledge of some of the ways in which humans have approached these big questions and attempted to answer them.

GLOBAL PERSPECTIVES

Students are required to take two courses in this area.

Rationale: Openness to the exploration and understanding of diverse ideas, traditions, and cultures, coupled with an appreciation of problems that transcend national boundaries, will supply students with a strong background for working in a global economy, for living in a multicultural society and for making intelligent decisions as global citizens.

Description: Course offerings in this area are designed to broaden the perspective of the student to include knowledge of world cultures, traditions, and peoples facilitated by the study of a range of global topics presented in courses from diverse disciplines.

Outcome: Students will develop sufficient cross-cultural literacy to engage effectively the global community with sensitivity and open-mindedness. To that end, students will demonstrate an understanding of the world’s peoples and culture, and of the forces that bring peoples and cultures together, and demonstrate the ability to work collaboratively with people of diverse backgrounds.

SELF & SOCIETY

Students are required to take three courses in this area: one history course and two courses in two different areas of the social/behavioral sciences.

Rationale: No woman or man is an island. Each life exists within the wider context of the human community. Moreover, the story of each generation finds its place within the ever unfolding saga of human experience.

Description: Course offerings in this area seek to understand the person within these broad communal and temporal horizons. They examine the reciprocal relationship between the individual and society, situating personal dynamics within a study of the prevailing social, political and economic realities and a historical understanding of how those factors came to be.

Outcomes: Students will be able to demonstrate familiarity with some

basic concepts and methodological principles in at least two of the social and behavioral sciences and will likewise be able to show that they are conversant with certain essential aspects of the historical method and perspective.

THE MATHEMATICAL, PHYSICAL, & NATURAL WORLD

Students are required to take three courses in this area including one mathematics course and one lab science course.

Rationale: Understanding our physical and natural world and the ability to think analytically are core components of being an educated person. Hypothesizing and testing the rules that govern the workings of the physical and natural world are the essence of empirical science. Deducing the rules that govern an abstract construct lies at the heart of mathematics. Together, these processes comprise analysis. These important skills can be applied in other disciplines and other aspects of their lives.

Description: Course offerings in this area invite students to engage in critical thinking and problem solving in the realm of science and mathematics. These courses will provide students with the skills that will enable them to interact effectively with the physical and natural world of the sciences and the abstract world of mathematics.

Outcomes: Students will be able to use scientific and inquiry methods when working with mathematics and scientific information and use appropriate mathematical and scientific instruments and technology. They will also develop their ability to solve multi-step problems and construct logical arguments and demonstrate a proficiency in organizing, analyzing, synthesizing, and evaluating quantitative and qualitative information.

HUMAN EXPRESSION

Students are required to take two courses in this area.

Rationale: Imagination, resourcefulness, and the willingness to understand and communicate the human experience through a variety of perspectives and voices are critical capabilities in the modern age.

Description: Course offerings in this area develop an understanding of humankind through a wide range of literary, cultural, and aesthetic expressions. Students will also acquire skills to express themselves artistically and verbally and to appreciate the range of artistic expression throughout the human community.

Outcome: Students will demonstrate an ability to articulate their views and ideas creatively and will develop an understanding and appreciation

of the diversity of such creative expressions.

INTEGRATED LEARNING AREAS

In support of the College's mission to provide a strong academic and value-oriented education, the **St. Joseph's College Core Curriculum** includes courses and experiences in five *Integrated Learning Areas**. These areas are designed to build intellectual skills and abilities (Writing Intensive and Technology Integrated), to enhance the connections among and between the various academic disciplines and co-curricular life (Learning Communities and Service & Experiential Learning), and to foster an environment of openness to the exploration and understanding of diverse ideas, traditions, and cultures (Diversity Integrated).

Students can fulfill the requirements of these Integrated Learning Areas through courses in the thematic areas of the core, the major, or electives, as well as through certain approved co-curricular activities.

Students entering St. Joseph's College as Freshmen (29 or less credits) are required to complete at least four Integrated Learning Areas. Students entering St. Joseph's College as Transfer Students (30 or more credits) are required to complete at least three Integrated Learning Areas.

WRITING INTENSIVE

Students are required to complete two courses in this area, one before the senior year.

Rationale: Given the multiple ways students use writing to communicate, we believe that teaching writing across a range of practices — academic, creative, and professional — should encourage students to understand the role writing plays in academic life and beyond.

Description: Course offerings and experiences in this area will shape students into strong writers by developing their critical and creative reading, thinking, and writing abilities associated with expression and composition.

Outcome: In addition to improving basic writing skills, students will be able to use writing and reading for critical thinking and creative expression.

TECHNOLOGY INTEGRATED

Students are required one experience in this area. Each experience will include at least three (3) technology areas.

Rationale: Technology touches every aspect of our lives and enables us

to interact globally as well as locally. A well-educated person needs technological skills to continue to learn, to communicate, to excel and to be productive in an ever-evolving digital world.

Description: Course offerings and experiences in this area will develop the students' ability to adapt, navigate and become proficient in at least 3 technological areas: communication and collaboration, creativity and innovation, critical thinking, problem solving, decision making, digital citizenship, technology concepts and digital tools.¹ These areas are fluid in nature and thus students' experiences will reflect the constantly changing technologies, applications and systems in our global society.

Outcome: In addition to developing their basic technological skills (e.g. using email, word processing and presentation tools, and doing research, etc.), students will be able to demonstrate critical and technological thinking in order to locate, organize, create, evaluate, analyze, synthesize and ethically utilize information from a multiplicity of sources and media.

SJC LEARNING COMMUNITIES

Students will complete one experience in this area.

Rationale: Achieving our goals often requires that we exchange ideas with others, have successful interactions, and know how to move forward with others in a constructive way. Whether one is in the field of academia, endeavoring to be an active citizen, or developing a career, acquiring the ability to learn from and with others is an important skill. To these ends, shared learning experiences provide a framework for engaging the social and collaborative nature of knowledge.

Description: Course offerings in this area emphasize cooperative learning experiences that link courses, curricular material, faculty, or student with the aim of promoting deep learning and engagement with other members of the College community.

Outcomes: Students will demonstrate an appreciation of how interdisciplinary and community learning experiences contribute to the integration of knowledge, enhance the value of a liberal arts education, and offer deeper understanding of the material they are learning through more interaction with one another and their teachers as fellow participants in the learning enterprise.

SERVICE & EXPERIENTIAL LEARNING

Students will complete one experience in this area.

Rationale: Connecting academic work to experiences outside the classroom will provide students with opportunities to practice and apply theoretical constructs, ideas and skills that foster professional and

personal intellectual maturity.

Description: Course offerings or activities in this area may include a variety of options designed to supplement and complement the purely academic and theoretical. Structured experiences will encourage educational interaction and participation in supervised and collaborative ventures that will identify specific learning goals that promote the development of knowledge, skills, and dispositions associated with the liberal arts and the professions.

Outcomes: Students will learn the value of service and/or experiential learning through interactive experiences and reflections within “realworld” contexts. These experiences will encourage students to forge a link between theory and practice, while clarifying students’ connections to their local and global communities. Students will thus come to recognize the value of and need for ongoing inquiry, analysis, and evaluation.

DIVERSITY INTEGRATED

Students will complete one experience in this area.

Rationale: The liberal arts tradition should prepare students for lives of integrity, social responsibility, and service, in an environment that acknowledges the worth of all individuals, values cooperation, and incorporates the diverse concerns of dissenting voices. This core requirement prepares students to understand more fully issues and questions raised by living in a diverse society.

Description: Course offerings in this area are designed to: incorporate elements related to a variety of human differences; explore the differences among various groups and forms of human expression in our society; examine the richness and strengths of complex, heterogeneous societies, while confronting the intolerance, inequality, and conflict that often accompany diversity. Courses will, in a substantial and rigorous manner, analyze topics and issues related to these aspects of diversity throughout the course.

Outcome: Students will be able to articulate the contributions and challenges of diverse peoples. They will demonstrate an understanding of critical issues pertaining to diversity and will be able to recognize and scrutinize the way institutional power structures influence such phenomena as marginalization and oppression as well as social and economic integration.

NOTE:

¹Adapted from the National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

MAJORS

Each student develops depth by choosing one of the major academic areas for intensive study. Under the guidance of a departmental advisor, the student will select courses for a total of at least 30 credits in accord with departmental requirements. (N.B. In some instances, courses offered to satisfy the core requirements may also be offered toward the major.)

MINORS

Some students have a number of free electives. These may be used to develop a minor, a second area of specialization. A minor requires the successful completion of 18 credits or six courses; specific requirements are listed in the departmental section of the catalogue. Minors are not required for graduation.

ELECTIVES

In addition to the core curriculum and major area, students also choose courses which support their majors, broaden their interests, or advance their educational and career goals.

CERTIFICATE PROGRAMS AND CAREER TRACKS

These programs offer students the option of combining courses in their major field and/or electives in order to develop knowledge and skill in a particular area oriented to a career interest. Students may wish to consult the catalogue sections on Certificate Programs and Career Tracks.

PLANS OF STUDY

Liberal Arts Programs. A broad general education, including core curriculum, major field, and electives, is still considered the best possible preparation for life. The intellectual skills involved help the student to develop the adaptability needed in a rapidly changing society. This educational program may be combined with career orientation for one of the following professions.

MEDICINE AND DENTISTRY

Those students who are interested in applying to schools of medicine or dentistry are advised to meet the requirements of the American Association of Medical Colleges or the American Dental Association. The basic requirements of these schools include one year each of English, general biology, general chemistry, organic chemistry, physics, and mathematics. Some schools have

other specific requirements. Although any major is acceptable if these requirements are met, premedical students are usually advised to major in biology in order to assure the firm foundation in the sciences which will be required in their future work.

BUSINESS

For students who plan to enter the world of business, there are two possible routes. The first is to major in Business Administration, Accounting, or Marketing. The Chairperson of the Business Administration and Accounting Department advises students planning a career in business. The second route is to major in one of the liberal arts or sciences for the Bachelor of Arts degree and to take an additional sequence in Business. (See [Certificate Programs](#).)

TEACHING

Early Childhood, Childhood and Special Education. A liberal arts course of study including the core curriculum, Child Study major, area of concentration, and electives, for students who wish to prepare to teach in early childhood, childhood, early childhood with disabilities, or childhood with disabilities. To follow this program, which has been approved for teacher certification in four areas by the New York State Education Department, students should elect Child Study as a major at the completion of 30 credits and achieving a minimum index of 2.8. At the same time, they should choose an area of concentration of 30 credits (American Studies, Art, Communication Studies, English, Fine Arts, History, Human Relations, Mathematics, Mathematics and Computer Science, Music, Philosophy, Political Science, Psychology, Science, Spanish, Social Science, or Sociology).

This plan, which is under the direction of the Chairperson of the Child Study Department, provides students with the opportunity for observation and practicum experiences and for student teaching at the elementary level and in special education.

Adolescence Education. A liberal arts course of study, including the core curriculum, the major, and electives for students who wish to prepare to teach on the secondary level (grades 7-12). They follow a program which has been approved for teacher certification by the New York State Education Department. The sequence of courses, including student teaching, necessitates that students select this plan early in their college careers. This plan is under the direction of the Chairperson of the Education Department.

Teacher Education Program Statistics. The pass rates for St. Joseph’s College-Suffolk campus program completers taking the New York State Teacher Certification Examinations in 2012-2013 are as follows. Where the number tested is less than 5, the pass rate is not available.

Test Field	Number Tested	Number Passed	Pass Rate	State Pass Rate
LAST	308	303	98	Not Available

Multi-Subject CST	202	184	91	Not Available
Eng Lang Arts CST	26	22	85	Not Available
Math CST	37	36	97	Not Available
Soc Studies CST	22	19	86	Not Available
Biology CST	2	–	–	Not Available
Spanish CST	5	–	–	Not Available
Stu w/Disabilities CST	195	178	91	Not Available
ATS/Elem	212	211	100	Not Available
ATS/Sec	89	89	100	Not Available
Summary Rate	311	281	90	Not
All program completers				Available

LIBRARY WORK

Any liberal arts major prepares for graduate work at an accredited library school. For specific requirements, consult the catalogue of the graduate school of your choice.

LAW

Students interested in studying law may select any major which will assist them to develop their capacity for comprehension and expression in words, for critical understanding of the human institutions and values with which the law deals, and for creative power in thinking. A Pre-Law Committee sponsors events.

SOCIAL WORK

Those desiring social work as a career often choose Human Relations, Sociology, or Psychology as a major. However, no specific major is required for admission to graduate programs as long as there is a concentration in the behavioral and social sciences. Within the Sociology Department, there are two courses which are recommended to interested students. One is an introduction to the field of social work, and the other is a supervised field experience in a social work setting. With a liberal arts background, graduates can qualify as case aides or case workers in many different settings such as probation, social services, and youth services. While employed as case aides, students often pursue graduate study in order to qualify as social workers.

OTHER FIELDS

The Chairpersons of Departments will discuss with students career opportunities related to their subject areas.

ACADEMIC ADVISEMENT & PROGRAMMING

An integral part of providing a quality educational experience is academic advisement. Although advisors are available to offer guidance pursuing degree programs and in course selection, students share the responsibility by understanding their requirements, the process of e-advisement, and by creating their own schedules.

All students are assigned an advisor, either in their department or in the Academic Advisement Center. Students are required to confer with their advisor each semester to discuss their academic and career goals. Through the e-advising system, students propose a selection of course possibilities for the following semester, which their advisor will review and approve at their advisement meeting. The Registrar issues bulletins concerning the procedures and dates for advisement and registration. The student is free to register on his/her own after his/her assigned registration date.

For undecided students, an opportunity is provided in the Fall semester for students to explore their interests and possible majors with faculty from the various departments. Once students have declared a major, a full-time faculty member of the major department becomes their academic advisor. (For Change of Major or Plan, see [Academic Policies](#).)

COURSE LOAD

Full-time students may carry sixteen credits per term. Students beyond freshman year may take up to eighteen credits with the approval of the Major Department advisor. For more than six courses or eighteen credits in one semester, the permission of the Dean is required (See [Tuition Policy](#)).

Students taking the Experiential Portfolio Seminar may have their course load restricted. (See [Prior Experiential Learning Assessment](#).)

PASS/NO CREDIT OPTION

To encourage exploration and experimentation in curricular areas, the faculty has provided that juniors and seniors may take ONE COURSE PER SEMESTER or during Intersession or Summer Sessions on an Index-Free basis (i.e., the grade is not computed in the index). Students may not take more than a total of four courses Pass/No Credit.

Courses required either by core curriculum or by the student's major department, minor or area of concentration may not be elected on this basis. Students may have the first three weeks of the term in which to notify the Registrar that they wish to take this option, (or in the case of a Summer Session or Intersession course, before the fourth class). No changes, either to Pass/No Credit or back to letter grade, may be made after that time. Grades assigned are P or NC (Pass or No Credit).

Students should be cautioned that taking courses on a Pass/No Credit basis may make them ineligible for honors. (See [Honors](#).)

INDEPENDENT STUDY

Certain courses, indicated in the department offerings as 2 or 3 credits, lend themselves to guided independent study. Because the requirements for the additional credit change the scope or depth of the course, students must register the option at the time of registration.

Several introductory courses provide opportunities for interested students to do independent work. Some advanced courses are structured to encourage students to work independently on individual research.

REPEATED COURSES

A student who receives an unsatisfactory grade in a course specifically required for the degree, for the major, or for a certificate program may request departmental approval to repeat the course. Although the grade of F is the only one for which credit is not given, departments may require a grade of C or better for satisfactory completion of certain departmental requirements. In such cases, the Chairperson may permit the student to repeat a course in order to demonstrate mastery of the subject. Both the original grade and the second grade will appear on the transcript. Credit will be given only once for the course, and the most recent grade will be calculated in the index.

AUDITING COURSES

Matriculated students may audit courses with the consent of the instructor and the permission of the Dean. Non matriculated students pay the regular tuition for this privilege. No credit is given for audited courses, and no records are kept.

ON LINE COURSES

Many departments offer one or more courses in an on line format. The course schedule indicates the on line offerings for each semester. On line courses are restricted to sophomores, juniors, and seniors; advisor approval is required. Only one on line course is allowed per semester. The PASS/NO CREDIT option is not allowed. Students must have a minimum GPA of 2.7. Students must have basic computer skills, including word processing and experience using the Internet, and must have access to a PC with Windows XP or higher operating system or MAC 10.5 Leopard.

ACADEMIC SUPPORT SERVICES

THE ACADEMIC CENTER

The Campus Academic Center provides course-related academic support services for students in a wide range of subjects through one-on-one tutoring, group workshops, and on line programs. Intensive help is available for

students who need to further develop their writing and research skills. The Academic Center has two sites, one in O’Connor Hall and a separate Math Lab in the Business-Technology Building. All students may avail themselves of these services. The Center is open in the evening and on Saturdays.

CONDITIONAL STUDENTS

As part of their first-semester course work, students who have been admitted on a conditional basis will attend a one-hour Strategies Lab that includes small group and individual discussions. Those students are especially encouraged to also visit the Academic Center and use available support services.

ACADEMIC POLICIES

ACADEMIC INTEGRITY

In common with all colleges and universities engaged in the search for knowledge, St. Joseph’s College is committed to high standards of academic honesty. Moreover, as a college whose motto is “Esse non videri: To be, not to seem,” St. Joseph’s has a long-standing tradition of considering integrity as a primary value.

The College expects students to observe academic integrity in all aspects of their academic life, including the conduct of their examinations, assignments, and research. All members of the college community share the responsibility for creating a climate of academic integrity, based on fairness to others and respect for oneself.

Violations of academic integrity are treated very seriously. Policies and procedures for violations of academic honesty are explained in detail in the *Student Handbook*.

ATTENDANCE

Since attendance is a key component of academic success, students are encouraged to attend regularly and punctually all classes in which they are registered. Students who must be absent for an extended periods of time are urged to contact his/her instructor(s) concerning classwork, assignments, and announced quizzes. In the event that a student has not attended a land-based or online class by the third week of instruction, for the purposes of the College reporting to internal and external agencies, the student will be automatically dropped by the Registrar’s Office. A fee of \$20 will be charged for students who are dropped from courses by the College.

At the same time, the faculty recognizes that on occasion students cannot be present. Because faculty members have confidence in the maturity of the student body, the faculty has vested all SJC students with personal responsibility for their attendance.

The faculty wish to emphasize, however, that students are equally responsible

with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process.

Students will not be permitted to register for a class after the second class session. (For a six-week or trimester course, students will not be permitted to register after the first class session.) Professional Studies students may not register for nor enter writing courses after the first class session without the authorization of the Writing Coordinator.

If students have registered in advance but have missed the first two class sessions (*or* have missed the first class session of a six-week or trimester course), they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the School of Professional Studies scheduling configuration and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, that the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

AUTOMATIC DROP

Online students who have not participated in their online offerings within the first two weeks of a full semester will be automatically withdrawn. Non-participation is defined as no activity or non-academic activity - i.e. posting an introduction only. The following outlines the schedule of automatic drop:

- Day 3 of intersession online
- Day 6 of a 5-week online semester
- Day 8 of a 7.5 online compressed semester (both cycle A and cycle B)
- Day 11 of a 10-week online summer session
- Day 15 of a 14-week online semester

CHANGE OF MAJOR OR PLAN

A student who wishes to change his or her major must obtain a form furnished by the Registrar or Academic Advisement Center, signatures of the Chairpersons of Departments involved, and of the Director of the Academic Advisement Center. Change of major should be effected before the period of programming for the following term.

DOUBLE MAJOR

A double major is the fulfillment of the requirements in two majors concurrently. To earn a degree in double majors, the student must fulfill all of the requirements of the degree program(s) of which the majors are a part. Only one degree will be awarded, but a notation recognizing the completion of the

second major will be posted on the student's permanent record. Applications for a double major may be obtained in the Registrar's Office or the Academic Advisement Center. In cases where both majors require a thesis, students can write a separate thesis for each major; or, with approval of both departments, write one thesis to satisfy both major requirements.

CHANGE OF SCHEDULE

While students are encouraged to freely register for classes that meet their academic wants and scheduling needs, the adding and dropping of courses has an administrative impact on the college. A fee of \$20 will be charged for each change of schedule starting the day each class begins. If a course is cancelled, the students affected will be notified; there is no fee for this change of schedule.

LATE REGISTRATION

To help ensure academic success from the onset of each semester, students are not permitted to register for a course in a fourteen-week session after the second class meeting (i.e., after two meetings of three hours each), nor register for a six-week session after the first class session has met (i.e., after one session of seven and one-half hours). A fee of \$25 will be charged for late registration payable on the first class session.

WITHDRAWAL FROM COURSES

A student who wishes to withdraw from a course in which he or she is registered, should obtain the official form from the Registrar's Office and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term or session; thereafter, only for a most unusual reason and with the approval of the Executive Dean. For withdrawals after the indicated date, forms should be requested from the Office of Academic Services. A fee of \$20 is charged and for students on the flat rate, no tuition refund will be made. For withdrawals after the indicated deadline, forms should be requested from the Office of Academic Services. (See [Statement of Costs](#).) Students are advised to investigate the implications of withdrawing from courses on their eligibility for financial aid.

A student who does not withdraw officially from a course continues on the class register and must satisfy the requirements of the course. A student who ceases to attend a course before the midpoint of the semester will be withdrawn at the end of the semester and will receive a grade of WU. A student who ceases to attend a course after the midpoint will receive a grade of FN (Failure for non-attendance). A student who is failing a course and wishes to withdraw after the midpoint will receive a grade of WF (Withdrew failing).

Full-time students who receive permission to withdraw from a single course are not entitled to a refund unless the withdrawal involves extra credits. Once the session has begun, flat-rate students who change their programs to less than 12

credits will continue to be responsible for the flat rate tuition charge (as opposed to the per credit rate). The time of the withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar.

COURSES TO BE TAKEN AT ST. JOSEPH'S COLLEGE

Students are required to take a minimum of 32 credit hours of coursework at St. Joseph's College. The following courses will not be offered at the College's extension sites: [ENG 103 Writing for Effective Communication](#) ; [HS 403 Human Services and the Liberal Arts](#) ; [GS 404 Administration and the Liberal Arts](#) ; [HA 404 Administration and the Liberal Arts](#) ; [BUS 495 Academic Writing and Research](#) ; [HS 495 Academic Writing and Research](#) ; [HA 495 Academic Writing and Research](#) ; [BUS 498 Capstone Research In Organizational Management](#) ; [HS 498 Capstone Research in Human Services](#) ; [HA 498 Capstone Research in Health Administration](#). The College reserves the right to restrict other course offerings to the Main or Branch campuses.

COURSES AT OTHER COLLEGES

Matriculated students who have reason to take courses for credit at another college, should obtain the appropriate form in the Registrar's Office and follow the outlined directions. The procedures include consultation with the appropriate Department Chairperson and the approval of the Office of Academic Services. The College reserves the right to refuse permission or limit the number of such courses. Students may not take core courses, courses for their major, or courses required for their major at another college. Freshman and sophomore students may take courses at junior or community colleges, transferring these credits to St. Joseph's until junior status (60 credits) is achieved. Upper level students may not take courses at junior or community colleges.

When the courses have been completed, students are responsible for having an official transcript sent to the College Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below C-. (For Transfer Student Policy, see [Admissions](#).)

ACADEMIC STANDING

St. Joseph's College accepts for matriculation only those students whom the College believes capable of completing the requirements for the degree. If students experience difficulties or challenges at some point during the semester, they are encouraged to immediately consult, with either the class instructor and/or Department Chairperson, the Academic Center, their Academic Advisors, etc.. Before making a decision concerning any course, students are advised to investigate the implications of academic standing on

their eligibility for financial aid.

Satisfactory Progress is ordinarily represented by an index of 2.0. Students with indexes below 2.0 are evaluated by the Academic Development Committee. Basing their judgment upon the students' tested potential, previous academic background, and calculated estimation of improvement, the Committee may permit students to continue in the college in good standing, under the guidance of academic advisors, for a stated time, thus giving them a chance to succeed. However, this does not automatically mean that such a student is eligible for financial aid. Such students should consult the Financial Aid section of this catalogue, the Registrar, and the Director of Financial Aid to determine their continued eligibility for financial aid.

At the end of each semester, the Registrar reviews the record of every student and refers to the Committee on Academic Development those who have failed to achieve a semestral or cumulative index of 2.0. The faculty members, with the Dean, the Director of the Academic Center, and the Registrar as consultants, endeavor to determine the causes of the academic difficulty and recommend adjustments in program for the following term. The faculty members of the Committee serve thereafter as special advisors to those students who have been referred to them.

Full-time students who, at the end of a semester, have not achieved an index of 2.0 or higher and/or who have failed to complete successfully the minimum number of credits for their enrollment status, may not take more than 12 credits the following semester. Part-time students may not take more than 6 credits the following semester without special permission from the office of Academic Services. Although the Committee on Academic Development reviews each case individually, students who continue to achieve below the required index of 2.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status will be advised to withdraw. Students who have been asked to withdraw may represent to the Executive Dean, in writing, any relevant circumstances.

REINSTATEMENT

A student who has been withdrawn because of unsatisfactory progress may apply to be readmitted to the College. The procedure requires a written request, assessment of previous academic record and of potential, evidence of increased motivation, and approval of the Chairperson of the Major Department and the Dean.

A student who has been reinstated is responsible for finding out the conditions, if any, which must be satisfied in order to obtain financial aid.

EXAMINATIONS

Final examinations are held at the end of each semester. Exceptions to this procedure require the approval of the Dean.

Real emergency such as illness is the only excuse for absence from an

examination. A student who is absent from a final examination must call the Office of Student Academic Services on the day of the exam, giving the reason for the absence. Within one week, the student must apply for a make-up exam, stating the reason for the absence and requesting a make-up exam. A fee of twenty-five dollars is required for each late examination. By faculty regulation, a special examination may be given no sooner than one month from the date of the originally scheduled examination. The dates for such examination are listed on the academic calendar; the hours are specified by the Office of Student Academic Services. Students must take the make-up exam at the time specified. A student who is absent from a make-up exam will receive a grade of zero for the exam.

INCOMPLETES

If a faculty member believes that a student, for a serious reason, should be allowed additional time in which to complete the requirements of a course, the faculty member should complete an electronic Incomplete form prior to the end of the semester. Students, for whom such exception has been made, are responsible for completing and submitting the necessary coursework to his or her instructor no later than three weeks after the close of the semester. Students are also responsible for submitting the appropriate documentation further detailing the extenuating circumstance to the Office of Academic Services.

Students should be aware that it is not College policy to further extend the outlined deadlines. In addition, the request for an Incomplete is subject to the approval of the Executive Dean, and it is the student's responsibility to provide the work required for the completion of the course without prodding. For land-based classes, outstanding coursework for the Fall and Intersession semesters is due by **January 25th**, and outstanding coursework for the Spring semester is due by **June 25th**. For online classes, coursework is due three weeks after the end of the semester. Online students should speak directly with his or her instructor for specific dates and additional information. Incomplete work for land-based and online courses should be given to the appropriate professor or class instructor.

CONVERSION OF INCOMPLETE AND ABSENCE GRADES

All grades submitted to the Registrar's Office with a value of I (Incomplete) or AB (Absence from final exam) or blank grades that have not been changed to a final academic grade by the instructor of the course will automatically be converted to a final grade of F after the conclusion of the semester for which the grade was submitted. If the instructor has submitted a grade to be awarded without the missing course work, that grade will then be entered on the student's transcript.

EXCEPTIONS

Students who have achieved a minimal class average of A- in a course may, at the discretion of the professor, be exempted from the final examination in that course.

GRADES AND REPORTS

Transcripts of courses and grades are issued at the end of each term. Grades are interpreted as follows:

Quality	Grade	Percentage	Quality Points
Excellent	A	93.0 - 100.00	4.0
	A-	90.0 - 92.9	3.7
Good	B+	87.0 - 89.9	3.3
	B	83.0 - 86.9	3.0
	B-	80.0 - 82.9	2.7
Satisfactory	C+	77.0 - 79.9	2.3
	C	73.0 - 76.9	2.0
Passing	C-	70.0 - 72.9	1.7
	D+	67.0 - 69.9	1.3
	D	63.0 - 66.9	1.0
	D-	60.0 - 62.9	0.7
Unsatisfactory	F	Below 60.0	0.0

*WD	Student officially withdraws from a course; no grade penalty.
*WF	Withdrew Failing
*WU	Unofficial withdrawal (before mid-point without penalty)
*FN	Failure for non-attendance (disappeared after the mid-point with penalty.)

*See [Academic Standing](#)

Pass/No Credit Basis			
Pass	P	60 - 100	—
Unsatisfactory	NC	Below 60	—

LEAVE OF ABSENCE

Students who find it necessary to interrupt their studies temporarily may apply for a leave of absence. The procedures are the same as for withdrawal from the

College. (See below.) A student who is granted such a leave is considered a matriculated student, although not registered for courses, and may return at the termination of the leave without reapplying for admission. A leave of absence may be maintained for up to two semesters. A student who wishes to return from a leave of absence must contact the Office of Academic Services 6–8 weeks prior to the start of the semester for advisement and registration. A student on leave who does not return after two semesters will be considered to have withdrawn.

WITHDRAWAL FROM THE COLLEGE

Students who plan to withdraw from the College should consult the Assistant Dean and then file an official withdrawal form. All financial obligations to the College must be fully paid before a student may withdraw or graduate in good standing. In addition, a student who has received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See [Financial Aid Program](#).) It is important for financial aid purposes that the last date of attendance be officially recorded. The Administration of the College may require the withdrawal of any student whose academic record or conduct is judged unsatisfactory. St. Joseph’s College is under no obligation to re-admit students who have withdrawn from the College or who have been asked to withdraw.

STUDENT RETENTION AND GRADUATION

Of the 509 students who entered St. Joseph’s College as full-time freshmen in September 2007, 84% were still enrolled in September 2008, 77% in September 2009, and 71% in September 2010. Of the original group, 53% graduated in June 2011 within 4 years, 69% within 5 years, and had an overall 6 year graduation rate of 71%.

Of the 434 students who matriculated in September 2009 as full-time transfer students, 83% returned in September 2010. Of the entering 2009 cohort, 26% (113 students) received their degree by June 2011 within 2 years, 64% (276 students) had earned a degree by June 2012 within 3 years, and 74% (319 students) had earned their degree by June 2013 within 4 years. Seven students of the initial September 2009 cohort were still pursuing their degree in Spring 2014.

These figures refer only to matriculated students enrolled in the School of Arts and Sciences at the Long Island Campus and do not reflect students who joined either the freshman cohort or the upper division transfer cohort at a later point. Retention and graduation figures for St. Joseph’s Brooklyn Campus are published in their respective sections.

HONORS

DEAN’S HONOR LIST

At the beginning of each term, the Dean publishes the names of those students who in the previous academic semester attained an index of 3.65 or higher. Part-time students who attain an index of 3.65 or higher in units of 15 consecutive credits are eligible for the Dean's List. Eligibility is automatically determined at the end of each semester. (All courses in a given semester must be included, even if this brings the total number of credits above 15.) This list is posted on a special bulletin board in O'Connor Hall, outside of the Office of the Executive Dean.

DEPARTMENTAL HONORS AT GRADUATION

A cumulative index of 3.0 and an index of 3.70 in the major field are the minimum requirements. The faculty members of the department evaluate and vote on each academically eligible candidate as a person worthy of honors. Departments may limit the number of recipients to a percentage of their graduating majors.

DEGREE WITH HONORS

The degree with honors is the highest accolade. In order to be eligible for a degree with honors, students must have completed 60 credits at St. Joseph's College, not more than 12 of which may be Pass/No Credit. For the degree summa cum laude, a cumulative index of 3.90 will be required; for magna cum laude, 3.80; and for cum laude, 3.70. The required index must be met in two calculated indices: in the four-year cumulative index, including all credits and grades taken at other colleges; and in the last 60 credits taken at St. Joseph's College.

SENIOR HONORS

Students who achieve a cumulative index of 3.8 for the last 30 credits taken at St. Joseph's College will receive Senior Honors in the School of Professional Studies.

DISTINGUISHED GRADUATE AWARD

The Distinguished Graduate Award is given to students in the School of Professional Studies who achieve a cumulative index of 3.85 for the last 45 credits taken at the College. Persons receiving the Distinguished Graduate Award will not also receive Senior Honors.

HONOR SOCIETIES

Membership in the honor societies is based on both academic and non-academic qualifications. While the requirement of superior academic achievement is common to all the societies, the non-academic criteria for admission vary, according to the nature and purpose of the particular society.

Students who are academically eligible for an honor society, i.e., who have the

required index, are notified. Eligible students must then submit to the Committee on Honors an honors application, demonstrating their possession of the specific qualifications required by the honor society to which they are applying. This honors application includes an essay by the candidate, a documented list of activities, and evaluations by faculty and others. The Committee on Honors reviews all applications and votes on membership in the honor societies.

SIGMA IOTA CHI

Membership in the College honor society, Sigma Iota Chi-SJC, is based on academic performance as well as upon outstanding personal qualities. These qualities must be reflected, at least in part, in some involvement and/or service in extra-curricular activity at the College during the past academic year. Candidates must be individuals who represent the ideals of St. Joseph's College. Students with an annual index of 3.7 based on grades earned at St. Joseph's are eligible for election to membership in Sigma Iota Chi for one year. Part-time students may request consideration for membership after completing the equivalent of each year's work (30 credits). No student, full or part-time, may receive membership more than four times. A student who holds membership for three years receives the key of the society.

KAPPA GAMMA PI

Kappa Gamma Pi is a national honor society for women and men graduates of colleges in the Catholic tradition. St. Joseph's was one of the original members of this organization. Candidates must have completed seven semesters with honors; i.e. they must be eligible for graduation cum laude. (See [Degree With Honors](#), above.) In addition, they must be leaders in extra-curricular campus or volunteer off-campus activities, and must be willing to accept membership, knowing the responsibility for individual leadership in church, civic, and Kappa sponsored activity which membership implies. No more than ten percent of the graduating class may be elected.

DELTA EPSILON SIGMA

Delta Epsilon Sigma is a national scholastic honor society for undergraduates, faculty, and alumni of colleges and universities with a Catholic tradition. St. Joseph's was one of the founding colleges and is headquarters for the Epsilon Chapter. To be eligible for membership, candidates must be persons who have a record for outstanding academic accomplishment, who have shown dedication to intellectual activity, and who have accepted their responsibility of service to others. Juniors and seniors may be considered for membership, provided that they have completed one full year (30 credits) at St. Joseph's and rank not lower than the highest twenty percent of their class in scholarship. No more than fifteen percent of a class may be elected; usually only ten percent may be elected in Junior year.

BETA BETA BETA

Tri-Beta is a national biology professional and honor society. Its program is three-fold, emphasizing the stimulation of scholarship, dissemination of scientific knowledge, and promotion of undergraduate research. To become a regular member of the Theta Iota Chapter at St. Joseph's College, a student must have completed at least 3 semesters of biology (12 credits), have a cumulative GPA of at least 3.0, and have a biology course GPA of 3.0 or better. Transfer students must take at least one course at St. Joseph's College in order to be eligible for election to the society. Service to the Biology Department and high standards of personal behavior are also required.

DELTA MU DELTA

Delta Mu Delta is a national honor society that recognizes business administration students who have distinguished themselves scholastically and who have demonstrated good character and the leadership potential for a socially useful and satisfying career of service. Member ship is accorded to undergraduate seniors registered in programs of business administration who have a cumulative index of 3.2 or higher, are in the top 20 percent of their class, and are of good character. (A minimum of 18 credits in business administration must be completed at St. Joseph's College by the time of induction.)

KAPPA MU EPSILON: NEW YORK OMICRON CHAPTER

Kappa Mu Epsilon is a national mathematics honor society which recognizes outstanding achievement and service in the field of mathematics, while promoting an interest in mathematics among undergraduate students. It is sanctioned by the Association of College Honor Societies, and chapters are located in select colleges and universities which offer a strong mathematics major. Nominations for student membership are based on scholarship, professional merit, and service. Prospective candidates must have completed at least three semesters of the college course, including a minimum of three college courses in mathematics, of which one must be calculus, with a minimum GPA of 3.0 in all mathematics courses, and an overall class rank in the upper 35% of the class. Transfer students may apply after completing at least one mathematics course at St. Joseph's College, with a minimum grade of B.

LAMBDA PI ETA

Lambda Pi Eta is the national communication honor society sponsored by the National Communication Association. To become a member, a student must have completed at least 60 semester hours in college and at least 12 semester hours of communication study, have a cumulative GPA of at least 3.0, have a communication studies GPA of at least 3.25, be in the upper 35% of the

graduating class, and display commitment to the field of communication. Minors and concentrates are eligible for membership, provided they meet the criteria.

PHI ALPHA THETA

St. Joseph's has a chapter, Phi Mu, of the international history honor society, Phi Alpha Theta. Membership in Phi Mu is open to the whole student body. Student membership is based on a 3.5 index in at least 12 credits of History and an index of 3.0 in 2/3 of the remaining courses. (Six of the 12 credits must be taken at St. Joseph's College. Advanced Placement courses do not count toward the 12 credits.)

PI GAMMA MU

A chapter of Pi Gamma Mu, the international honor society for the Social Sciences, was established at St. Joseph's in 2008. The mission of the Society is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service. Students are inducted annually after achieving a GPA of 3.3 in 21 social sciences credits, including sociology, economics, political science, anthropology, and criminal justice. The Chapter elects officers and conducts charitable events.

PSI CHI

Psi Chi is the national honor society in psychology, founded to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. To be eligible, undergraduates must have a major, minor, or concentration in psychology or in a field that is psychological in nature, such as human relations. They must have completed at least three semesters in college and at least nine credits of psychology, with an overall GPA of 3.5 and a GPA of 3.0 in psychology. High standards of personal behavior are also required.

SIGMA DELTA PI

Sigma Delta Pi, *Sociedad Nacional Honoraria Hispánica*, is the national collegiate Hispanic honor society. The purposes of the society are to honor those who attain excellence in the study of the Spanish language and in the study of the literature and culture of the Spanish-speaking people; to honor those who have made the Hispanic contributions to modern culture better known in the English-speaking world; to encourage college and university students to acquire a greater interest in and a deeper understanding of Hispanic culture; to foster friendly relations and mutual respect between the nations of Hispanic speech and those of English speech; to serve its members in ways which will contribute to the attainment of the goals and ideals of the society. To be eligible for membership, students must have completed three semesters of college courses and at least three years of college Spanish (18 credits),

including at least three semester hours of a third-year course in Hispanic literature or civilization and culture. Their grades in all Spanish courses must average 3.0, and they must rank in the upper 35% of their class. They must show interest in things Hispanic and be of good moral character.

SIGMA TAU DELTA

St. Joseph's has a chapter, Alpha Iota Omicron, of the International English Honor Society, Sigma Tau Delta. The purposes of the society are to confer distinction for high achievement in the English language and literature, to promote interest in the English language and literature, and to foster the discipline of English in all its aspects, including creative and critical writing. Membership is open to juniors and seniors who have a major, minor, or concentration in English; an overall GPA of 3.0; and an index of 3.2 in at least 12 credits of English.

THETA ALPHA KAPPA

Theta Alpha Kappa is the national honor society for religious studies and theology. Honoring excellence in the fields of theology and religious studies is its primary purpose, and it currently hosts over 200 local chapters throughout the United States. To be inducted into the society, students must have completed at least three semesters at an institution having a local chapter in good standing, completed a minimum of twelve semester credits in courses representing religious studies or theological studies, attained a grade point average of 3.5 in such courses, attained at least a 3.0 grade point average in their total academic program, and been ranked in the upper 35% of their class in general scholarship.

UPSILON PI EPSILON

Upsilon Pi Epsilon is an international honor society whose membership consists of outstanding undergraduate and graduate students and faculty in Computing and Information Disciplines. Members are chosen not only for their scholastic achievement in a computing science program, but also for distinguishing themselves as true professionals. Membership is limited to those who can effectively achieve the original goals of the society, which include: the recognition of outstanding talent in the field of computing science; the promotion of scholarship and the maintenance of high standards in computing science; the representation of computing science in interdisciplinary communications; and the encouragement of individual contributions to society through computing science. To be eligible for election to membership, undergraduate students shall have attained a GPA of at least 3.0 and have completed at least 45 semester hours of credit, including 15 semester hours in the basic Computing and Information System Courses. Prospective student members must be enrolled in a degree program in Computing and Information Disciplines at the time they are considered for membership.

DELTA GAMMA SIGMA

Membership in the School of Professional Studies honor society, Delta Gamma Sigma, is based on academic performance as well as on significant volunteer service to the College, to the community and/or professional organizations. The name of the honor society, Delta Gamma Sigma, is derived from the first letters for the Greek words Diakonia (service), Gnosis (knowledge), and Sophia (wisdom). Candidates must be individuals who represent the ideals of St. Joseph's College. Students pursuing a bachelor's degree within The School of Professional and Graduate Studies who have completed thirty credits or more at St. Joseph's College with a cumulative index of 3.85 or higher are eligible for election to membership in Delta Gamma Sigma. The School of Professional and Graduate Studies Office will send academically eligible students the necessary application form. Eligible students must then return the application to a committee appointed by the Dean. The application will include evidence of significant volunteer service and an essay which reflects on this service. No more than fifteen percent of the currently enrolled Professional and Graduate Studies students with thirty credits or more may be elected to the society. Election to Delta Gamma Sigma will be permanently recorded on the transcript at the end of the semester in which the qualifying index was achieved. Recognition at Commencement will be dependent upon students' maintaining a cumulative index commensurate with Senior Honors. Students who do not achieve initial eligibility until their last semester at the College may not, due to time constraints, have their election recognized at Commencement (although their election will subsequently be recorded on the transcript).

In computing the index for each of the above honor categories, the grades from full semesters are used, which may necessitate including more credit than the required minimum.

NURSING HONOR SOCIETY

Membership in the St. Joseph's College Nursing Honor Society is based on superior scholastic achievement, evidence of professional leadership potential and/or marked achievement in the field of Nursing. Candidates must have a grade point average of at least 3.0, have completed at least half of the Nursing Baccalaureate curriculum, and must rank in the top 35% of the graduating class. Eligibility for membership is determined by an eligibility committee.

AWARDING OF DEGREES

Graduation exercises are held annually in May at which time diplomas are distributed. Students with no more than six credits outstanding may participate in graduation ceremonies, provided the student is registered in the summer session directly following at St. Joseph's College to complete those credits. Diplomas are also distributed in January for students whose degrees are conferred in August or January.

SPECIAL PROGRAMS

HONORS PROGRAM

The Long Island campus of St. Joseph's College offers eligible students the opportunity to participate in a three-semester Honors Program as part of their bachelor's degree. The intent of the program is to provide an enriched and rigorous academic experience, meeting the special needs of those students who have demonstrated extraordinary academic accomplishment and ability and who are committed to achieving their full potential. While these students do share common classes within the Honors Program, they also take courses outside the Honors Program, based on their personal choices, each semester. This offers them the perfect balance of academic challenge, community and flexibility to explore new areas and meet new people.

Students, selected on the basis of high school grades, SAT/ACT scores and essay, participate in the Honors Program learning community, taking five courses towards their core requirements that will provide an interdisciplinary perspective. Faculty teaching in the program collaborate as members of the learning community, implementing ways to challenge students in their intellectual development. Honors program courses will be taken in the first year, followed by a capstone course (LA201, one credit) in the third semester, the fall of sophomore year. In the spring of sophomore year, participants will travel with faculty as they broaden their understanding of the world through cultural adventuring. Destinations vary but have included American sites such as Washington, DC and overseas sites, for example, Ireland, Puerto Rico, and France. Successful completion of the program will be noted on the student's transcript and become part of the student's permanent academic record.

COMBINED BA/BS+MBA PROGRAM

This accelerated program offered at St. Joseph's College enables students to earn an undergraduate degree and a Master of Business Administration in five years. The program is open to all, but is designed to articulate with the Mathematics Actuary Track or the Computer Information Technology major. In fall of junior year students must complete the application process for the MBA program. For details about this program, students should consult the Director of Graduate Management Studies.

COMBINED BS/MBA IN ACCOUNTING

This accelerated program combines the BS in Business Administration with a major in Accounting and the MBA in Accounting. It is designed to prepare students for careers in public accounting and meets the education requirements for licensure as a Certified Public Accountant in New York State. For further details, students should consult the catalogue section for Business Administration and Accounting and the Director of Graduate Management Studies.

HIGH SCHOOL-COLLEGE ARTICULATION: BRIDGE PROGRAM

To provide a bridge between high school and college for qualified juniors and seniors, St. Joseph's College offers selected courses at local high schools. Courses are determined in consultation with the High School Principal and the College Department Chairpersons.

NON-MATRICULATED STUDENTS

Qualified high school seniors recommended by their grade advisors and/or principals may register for college courses for credit. (See also, [Early Admission Plan](#).)

Adults who wish to take occasional college courses may register as non-matriculated students. Applications are available in the Admissions Office. A non-matriculated student may accumulate as many as 18 credits. The student may not take additional courses unless he/she applies and is accepted for matriculation. The person seeking to enroll in this category will be subject to the application requirements and procedures described in the Admissions section of this catalogue.

SUMMER SESSIONS AND INTERSESSION

Three Summer Sessions and a January Intersession are held to accommodate students who for a variety of reasons wish to attend. Non-matriculated students are welcome.

Matriculated students who wish to attend other colleges should consult the preceding section on Courses at Other Colleges.

STUDENT'S RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled "Family Educational Rights and Privacy Act," or more often known simply as the Buckley Amendment, prohibits release of any material in a student's file without the written consent of the college student. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar's Office and in the Office of the Dean. Students who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the informal and formal proceedings outlined in the current Student Handbook.

STUDENT COMPLAINTS

A student who has a complaint about an academic matter should follow the procedures set forth in the *Student Handbook* under Student Grievance Procedures in Academic Matters. No adverse action will be taken against any student who files a complaint.

BIAS RELATED CRIMES

In compliance with Section 6436 of the Education Law, St. Joseph's College adopts the following policies and procedures:

All actions against persons or property, which may be considered bias crimes are unequivocally prohibited at all times in any college owned or operated property, or at any college sponsored activities.

Bias crimes may be defined as any form of unlawful harassment or other harmful behavior such as assault which is based on an individuals, race, national origin, disability, veteran status, or on any individualstus in any group or class protected by applicable federal, state, or local law.

The penalties for committing such crimes will include reporting the incident to the appropriate authorities so that an independent investigation can be conducted. The College will also undertake an investigation of the incident, in keeping with the guidelines published in the Student Handbooks. The procedures for dealing with bias related crimes will be the same as those outlined for grievances relating to allegations of sexual harassment and all other forms of unlawful harassment and discrimination.

The office of Counseling will provide support services for victims of bias related crime, and will make appropriate referrals to outside agencies.

Bias related crime on college campuses occur when a lack of familiarity with people who are different, or who belong to groups that others are uncomfortable with, evolves into a hostile environment. In a college setting many young people come together and encounter people of different cultures and backgrounds for the first time. Because the students bring biases and attitudes from their own past experiences, the possibility of bias related crimes must be recognized and every effort must be made to provide opportunities for open and honest dialogue and sharing.

The College provides information about security procedures through a brochure that is distributed to all incoming students and new employees, as well as frequent updates in campus newsletters and publications.

CAMPUS SAFETY STATISTICS

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. The US Department of Education web site address for campus crime statistics is: <http://www.ed.gov/admins/lead/safety/campus.html>

The College has designated campus contacts who are authorized to provide campus crime statistics.

Long Island Contact Person:

Daniel Bowe, Director of Security, (631) 687-2692

The College shall provide a hard copy mailed to the individual within 10 days of the request and that information will include all of the statistics that the campus is required to ascertain under Title 20 of the U.S. Code Section 1092 (f).

SERVICES FOR STUDENTS WITH DISABILITIES

The Executive Director of Counseling and Career Development acts as the Coordinator of Services for Students with Disabilities. The Director provides information and counseling to qualified students and works with students and faculty to ensure that appropriate academic adjustments are provided. Students should consult the Student Policy Handbook for further information.

It is the responsibility of all students to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that important correspondence is not received by the student. All e-mail correspondence will be conducted through the student's St. Joseph's College e-mail address.



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

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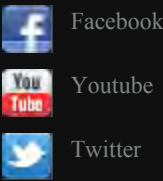
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[Go to information for Biology.](#)

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EDUCATION (ADOLESCENCE)

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[Go to information for History.](#)

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[Go to information for Journalism and New Media Studies.](#)

MATHEMATICS AND COMPUTER SCIENCE

[Go to information for Mathematics and Computer Science.](#)

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[Go to information for Recreation and Leisure Studies.](#)

RELIGIOUS STUDIES

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SOCIAL SCIENCES

[Go to information for Social Sciences.](#)



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at

CONTACT

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ACCOUNTING



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Mary Chance, M.S.T., C.P.A., *Chairperson*

Christopher Smith, M.B.A., C.P.A., *Associate Chairperson*

Charles Pendola, M.P.A., M.P.S., J.D., C.P.A., *Director of Graduate Management Studies*

The Bachelor of Science degree in Business Administration with a major in Accounting is designed to prepare students for careers in public accounting (Certified Public Accountant), private accounting, and governmental or not-for-profit accounting. Students receive a comprehensive education in accounting and liberal arts; a curriculum designed to develop a student's intellectual values, ethical decision-making ability, communication skills and critical thinking ability.

A minimum of 15 Accounting credits and 6 Business Administration credits must be completed at St. Joseph's College.

Students applying for licensure in public accountancy in the State of New York must satisfactorily complete 150 hours of professional education. At St. Joseph's College, this requirement can be met in one of two ways:

- Complete the 128-credit B.S. in Business Administration with a major in Accounting and then complete the 36-credit M.B.A. in Accounting, a licensure-qualifying program approved by the New York State Education Department, Office of the Professions. Students must apply to the M.B.A. program through the Office of Enrollment Management.
- Complete the 5-year, 152-credit B.S./M.B.A. in Accounting program, a licensure-qualifying program approved by the New York State Education Department, Office of the Professions. Students are eligible for admission to the B.S./M.B.A. program after completing ACC 213 Intermediate Accounting II and 90 credits. Transfer students are eligible to apply for admission to the B.S./M.B.A. program after completing 30 credits at the College. Students must apply to this program through the Office of Enrollment Management and are required to have overall and accounting GPA's of 3.0.

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Applicants to the programs noted above must repeat all accounting and business prerequisite courses with grades lower than C before beginning their graduate studies. In addition, undergraduate prerequisite courses must be completed prior to graduate coursework to which they relate.

Consult an academic advisor for additional prerequisite and admissions information.

Articulation with Kingsborough Community College: St. Joseph's has an articulation agreement with Kingsborough through which KCC students who complete the A.A.S. degree in Accounting may transfer to St. Joseph's for the B.S. in Business Administration with a major in Accounting. Consult either school for specific details.

PROGRAMS

Major

- [Accounting, B.S. \(Both Campuses\)](#)
- [Accounting, B.S. \(Professional Studies\)](#)

Dual Degree (5 Year Program)

- [Accounting, B.S./M.B.A. \(Both Campuses\)](#)
- [Accounting, B.S./M.B.A. \(Professional Studies\) \(152 credits\):](#)

Minor

- [Accounting Minor \(Both Campuses\)](#)

COURSES

Accounting

- [ACC 110 - Principles of Accounting](#)
- [ACC 200 - Fundamentals of Financial Accounting](#)
- [ACC 211 - Financial Accounting](#)
- [ACC 212 - Intermediate Accounting I](#)
- [ACC 213 - Intermediate Accounting II](#)
- [ACC 215 - Principles of Federal Taxation](#)
- [ACC 241 - Managerial Accounting](#)
- [ACC 245 - Governmental and Not-for-Profit Accounting](#)
- [ACC 320 - Accounting Information Systems and I.T. Auditing](#)
- [ACC 342 - Advanced Accounting I](#)
- [ACC 362 - Internship in Accounting](#)
- [ACC 417 - Principles of Auditing](#)

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ART



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ART

Dawn Lee, M.F.A., *Chairperson*

E. Jane Beckwith, M.F.A., *Associate Chairperson*

The arts embody some of the highest aspirations of the human spirit. Convinced of this, the mission of the St. Joseph's College Art Department is to introduce students to the depth of this form of human expression. Students are exposed to art from diverse periods and cultures to develop their aesthetic awareness and deepen their critical senses. They are directed to create works that address technical proficiency, conceptual exploration and self-expression. Through observation and research, students develop their abilities to analyze and articulate the connections between art and life. In this context we endeavor to bring students to the awareness that art transcends time and embraces culture; it is our link with the past, our identity with the present and a means of informing the future.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the [Core Curriculum Guide](#).

Minor in Studio Art: 18 credits consisting of 1 art history/theory course and 5 studio art courses. 9 credits must be above the 100 level.

Minor in Art History: 18 credits consisting of 1 studio art course and 5 history/theory courses. 9 credits must be above the 100 level.

Minor in Fine Arts: 24 credits consisting of 12 art credits (1 art history and 3 studio art courses) and 12 music credits (including 1 music theory course, 1 music history course, and 1 music studio course). 12 credits must be above the 100 level.

Area of Concentration for Child Study Majors: Art - 30 credits consisting of 5 art history/theory courses and 5 studio art courses. 15 credits must be above the 100 level.

Area of Concentration for Child Study Majors: Fine Arts - 30 credits

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consisting of 15 art credits (1 art history/theory course, 4 courses in studio art), and 15 music credits ([MUS 100](#) , 1 music studio course and 3 music theory/history courses). 15 credits must be above the 100 level.

PROGRAMS

Minor

- [Art History Minor \(Both Campuses\)](#)
- [Fine Arts Minor \(Long Island Campus\)](#)
- [Studio Art Minor \(Both Campuses\)](#)

Area of Concentration

- [Art, Area of Concentration for Child Study \(Long Island Campus\)](#)
- [Fine Arts, Area of Concentration for Child Study \(Long Island Campus\)](#)

COURSES

Art: Theory/History

- [ART 103 - Art and Architecture in Western Europe](#)
- [ART 104 - Art and Architecture of France](#)
- [ART 105 - The Visual Arts in a Global World](#)
- [ART 185 - Art as Communication](#)
- [ART 200 - Art History/Prehistoric thru Medieval](#)
- [ART 201 - Art History - Renaissance Through Impressionism](#)
- [ART 202 - History of Modern Art](#)
- [ART 205 - Art in the Non-Western World](#)
- [ART 215 - Art in American Life](#)
- [ART 220 - Women in the History of Art](#)
- [ART 225 - History of Photography](#)
- [ART 227 - Issues in Visual Culture](#)

Art: Studio

A \$65–\$115 materials fee will be charged in all studio courses.

- [ART 153 - Introduction to Sculpture](#)
- [ART 160 - Printmaking I](#)
- [ART 163 - Crafts as an Art Form I](#)
- [ART 165 - Graphic Design I \(Long Island Campus\)](#)
- [ART 179 - Black And White Photography I \(Long Island Campus\)](#)
- [ART 183 - Drawing I](#)
- [ART 184 - Painting I](#)
- [ART 186 - Ceramics I](#)
- [ART 190 - Ceramic Sculpture](#)
- [ART 195 - Calligraphy I \(Long Island Campus\)](#)

[ART 260 - Printmaking II](#)

- [ART 263 - Crafts as an Art Form II](#)
- [ART 267 - Computer Assisted Graphic Design Workshop](#)
- [ART 269 - Digital Photography](#)
- [ART 277 - Web Design](#)
- [ART 279 - Photography II \(Long Island Campus\)](#)
- [ART 283 - Drawing II](#)
- [ART 284 - Painting II](#)
- [ART 286 - Ceramics II](#)
- [ART 295 - Calligraphy II \(Long Island Campus\)](#)
- [ART 298 - Independent Study in Various Media](#)

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The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

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BIOLOGY



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Francis J. Antonawich, Ph.D., *Chairperson*

The biology courses are designed to contribute to the student's general understanding of the nature and interrelationships of living things. Courses for majors carry the additional aspects of providing a preparation for graduate and professional studies.

AFFILIATED PROGRAM OF ST. JOSEPH'S COLLEGE – THE NEW YORK COLLEGE OF PODIATRIC MEDICINE

St. Joseph's offers an accelerated biomedical program in cooperation with the New York College of Podiatric Medicine. A student accepted into the program will spend three years at St. Joseph's College and four years at the New York College of Podiatric Medicine. On completion of the St. Joseph's College component and one year at the New York College of Podiatric Medicine, the student will be awarded the B.S. degree in Biology by St. Joseph's College. On completion of the program at New York College of Podiatric Medicine, the D.P.M. (Doctor of Podiatric Medicine) will be awarded.

Students in the program will be expected to maintain an honors grade point average while they are at St. Joseph's College and to score satisfactorily in the Medical College Admissions Test (MCAT) which is taken in April of the second year.

For details of this program, students should consult the Chairperson of the Biology Department.

Articulation with Kingsborough Community College: St. Joseph's has an articulation agreement with Kingsborough through which KCC students who complete the A.S. degree in Biology with a Concentration in Marine Biology or Biotechnology may transfer to St. Joseph's for the B.S. (or B.A.) in Biology. Consult either school for specific details.

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PROGRAMS

Major

- [Biology Adolescence Education, B.A./B.S. \(Brooklyn Campus\)](#)
- [Biology Adolescence Education, B.A./B.S. \(Long Island Campus\)](#)
- [Biology B.S. \(Brooklyn Campus\)](#)
- [Biology B.S. \(Long Island Campus\)](#)
- [Medical Technology, B.S. \(Brooklyn Campus\)](#)
- [Medical Technology, B.S. \(Long Island Campus\)](#)
- [Medical Technology, B.S. \(Professional Studies\)](#)

Minor

- [Biology Minor \(Brooklyn Campus\)](#)
- [Biology Minor \(Long Island Campus\)](#)
- [Environmental Studies Interdisciplinary Minor \(Brooklyn Campus\)](#)
- [Environmental Studies Interdisciplinary Minor \(Long Island Campus\)](#)

Area of Concentration

- [Science, Area of Concentration for Child Study \(Brooklyn Campus\)](#)
- [Science, Area of Concentration for Child Study \(Long Island Campus\)](#)

COURSES

Biology

- [BIO 108 - Introduction to Ecology](#)
- [BIO 109 - Current Trends in Biology](#)
- [BIO 110 - Current Topics in Biology](#)
- [BIO 112 - Biological Control Systems](#)
- [BIO 115 - Introduction to Human Inheritance](#)
- [BIO 116 - Evolving Life](#)
- [BIO 118 - Introduction to Environmental Biology](#)
- [BIO 120 - Healing Powers of Plants](#)
- [BIO 130 - Introduction to Immunology](#)
- [BIO 131 - Immunological Exploration](#)
- [BIO 140 - The Microbial World](#)
- [BIO 145 - Marine Biology](#)
- [BIO 150 - General Biology I](#)
- [BIO 151 - General Biology II](#)
- [BIO 160 - Anatomy and Physiology I](#)
- [BIO 161 - Anatomy and Physiology II](#)
- [BIO 165 - Anatomy](#)
- [BIO 200 - General Ecology](#)
- [BIO 225 - Forensic Bioscience](#)

- [BIO 240 - Globalization: A Case Study of Food](#)
- [BIO 260 - Evolutionary Biology](#)
- [BIO 279 - Local Field Ecology](#)
- [BIO 280 - Field Course in Ecology](#)
- [BIO 290 - Modern Genetics](#)
- [BIO 301 - Plant Biology](#)
- [BIO 331 - Pathophysiology](#)
- [BIO 335 - Physiology](#)
- [BIO 340 - Microbiology](#)
- [BIO 350 - Immunology](#)
- [BIO 380 - Research Seminar](#)
- [BIO 400 - Internship](#)
- [BIO 420 - Biorhythms](#)
- [BIO 440 - Analysis of Developmental Biology](#)
- [BIO 450 - Endocrinology](#)
- [BIO 460 - Cell Biology](#)
- [BIO 461 - Molecular Biology](#)
- [BIO 462 - Neuroscience](#)
- [BIO 470 - Coastal Marine Habitats](#)
- [BIO 475 - Molecular Immunology](#)
- [BIO 480 - Research](#)

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BUSINESS ADMINISTRATION AND MARKETING



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Eileen White Jahn, Ph.D., *Chairperson*

Stanley F. Fox, Ph.D., *Associate Chairperson*

Charles Pendola, M.P.A., M.P.S., J.D., C.P.A., *Director of Graduate Management Studies*

Sharon Didier, Ph.D., *Chairperson*, *Organizational Management and Co-Director of Graduate Management Studies*

The fundamental objective of the undergraduate curriculum in Business Administration is to prepare students for managerial roles in business, government, and non-profit organizations. The required courses in the Business Program are designed to cover the various business operations such as Management, Marketing, Accounting, Economics, Finance, Law and Human Resources. The elective courses in Business give students an opportunity to choose one area or a combination of areas for more intensive analysis. The courses in related disciplines are included to ensure the development of understanding and skills that will give depth and meaning to their business applications. Minors in Business Administration and Accounting are offered for students majoring in other Departments. The Marketing major prepares students for a wide variety of careers including public relations, advertising, and merchandising.

The professional manager today is not only required to have special knowledge in business, but also to have an understanding of the humanities, behavioral sciences, social sciences, and natural sciences. To this end, all Business and Marketing major students are required to take 60 liberal arts credits which are designed to enhance their ability to reason logically, to think critically, to develop a value system, and to make decisions ethically.

Students enrolled in accounting and business courses are expected to use the computer lab as part of their assignments.

Articulation with Kingsborough Community College: St. Joseph's has

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an articulation agreement with Kingsborough through which KCC students who complete the A.S. degree in Business Administration may transfer to St. Joseph's for the B.S. in Business Administration. Consult either school for specific details.

PROGRAMS

Major

- [Business Administration, B.S. \(Both Campuses\)](#)
- [Marketing, B.S. \(PGS\)](#)
- [Marketing, B.S.\(Both Campuses\)](#)
- [Organizational Management, B.S. \(Professional Studies\)](#)

Dual Degree (5 Year Program)

- [Organizational Management and Management, Human Resources Management Concentration, B.S./M.S. \(Professional Studies\)](#)
- [Organizational Management, B.S./M.B.A. \(Professional Studies\)](#)

Minor

- [Business Administration Minor](#)
- [Marketing Minor \(Both Campuses\)](#)

Concentration

- [Finance Concentration \(Both Campuses\)](#)
- [Global Environment of Business Concentration \(Long Island Campus\)](#)
- [Information Systems Concentration \(Long Island Campus\)](#)
- [Sports Management Concentration \(Both Campuses\)](#)

Certificate

- [Human Resources Certificate \(Long Island Campus\)](#)
- [Human Resources Certificate \(Professional Studies\)](#)
- [Leadership and Supervision Certificate \(Brooklyn Campus\)](#)
- [Leadership and Supervision Certificate \(Long Island Campus\)](#)
- [Management Certificate \(Brooklyn Campus\)](#)
- [Management Certificate \(Long Island Campus\)](#)
- [Management Certificate \(Professional Studies\)](#)
- [Marketing, Advertising, and Public Relations Certificate \(Long Island Campus\)](#)
- [Marketing, Advertising, and Public Relations Certificate \(Brooklyn Campus\)](#)
- [Training and Staff Development Certificate \(Professional Studies\)](#)

COURSES

Business

- BUS 100 - Process of Management
- BUS 120 - Macroeconomics
- BUS 127 - Comparative Economic Systems
- BUS 130 - Organizational Behavior
- BUS 150 - Business Law I
- BUS 151 - Business Law II
- BUS 155 - Introduction to Sports Law
- BUS 161 - International Economic Problems
- BUS 175 - Sports Management
- BUS 200 - Marketing
- BUS 204 - Marketing Promotion and Advertising
- BUS 208 - Public Relations
- BUS 210 - Consumer Motivation and Behavior
- BUS 214 - Sales Management
- BUS 219 - Principles of Finance
- BUS 221 - Labor Economics
- BUS 222 - Statistics
- BUS 223 - Money and Banking
- BUS 226 - Microeconomics
- BUS 230 - Human Resources Management
- BUS 232 - Labor Relations
- BUS 235 - Human Resources Law
- BUS 244 - Food in the Global Community
- BUS 250 - Fraud Examination
- BUS 261 - Business and the Environment
- BUS 275 - Business in a Global Environment
- BUS 280 - Principles of Insurance
- BUS 284 - Principles of E-Commerce
- BUS 285 - Principles of Entrepreneurship
- BUS 286 - Industrial Psychology
- BUS 288 - Business Systems and Design
- BUS 290 - Special Topics in Business
- BUS 302 - Retail Management
- BUS 306 - Marketing Research
- BUS 315 - Principles of Investments
- BUS 324 - Advanced Managerial Finance
- BUS 326 - International Finance
- BUS 362 - Internship in Business
- BUS 370 - Advanced Human Resources Management
- BUS 375 - Global Sourcing
- BUS 471 - Research Seminar in Organizational Management
- BUS 472 - Business Policy Seminar
- BUS 495 - Academic Writing and Research
- BUS 498 - Capstone Research In Organizational Management

Computers in Business

- [BUS 140 - Microcomputer Applications I](#)
- [BUS 141 - Microcomputer Applications II](#)

Marketing

- [MKT 200 - Marketing](#)
- [MKT 204 - Marketing Promotion and Advertising](#)
- [MKT 208 - Public Relations](#)
- [MKT 212 - Digital Marketing](#)
- [MKT 214 - Sales Management](#)
- [MKT 267 - Computer Assisted Graphic Design Workshop](#)
- [MKT 302 - Retail Management](#)
- [MKT 310 - Consumer Motivation and Behavior](#)
- [MKT 316 - Marketing Research](#)
- [MKT 472 - Marketing Strategy Seminar](#)

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CHILD STUDY



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S. Mary Ann Cashin, M.S., *Chairperson*

Susan Straut Collard, Ph.D., *Associate Chairperson*

The courses in Child Study are designed to prepare students to work with children in a variety of settings, including preschools, elementary schools, and special education facilities. The curriculum emphasizes a developmental approach toward children, with a strong grounding in the psychological foundations of child development and good educational practice. Various courses deal with children of all abilities and ages, from gifted children to those with severely delayed development, from newborns through childhood years. Emphasis is placed on practices that encourage inclusion of children with special needs and acknowledge the importance of cultural and linguistic diversity.

All students accepted into the department work toward a Bachelor of Arts degree in Child Study, with a 30-credit area of concentration in a field other than Child Study. These students must maintain an average in their major of C (2.0) or higher. Transfer students are required to take at least 15 of the credits in Child Study at St. Joseph's College. Each student in this program is required to purchase and complete an e-portfolio.

Students who wish to teach, and who meet the academic and professional requirements of the department (see Child Study Handbook), may elect to follow a certification plan. Successful completion of this more intensive program of study will qualify the student for initial certification in four areas: Early Childhood (birth-grade 2), Childhood (grades 1-6), Students with Disabilities: Early Childhood (birth-grade 2), and Students with Disabilities: Childhood (grades 1-6). These students must maintain an overall average and a major average of 2.8 or higher. The New York State Education Department requires that in order to obtain initial certification, a student must (a) have met the college's requirements for the bachelor's degree, which include a general education core, a content core, and a pedagogical core; (b) have passed the New York State Certification Examinations for each of the certificates; (c) have taken a Child Abuse workshop, Dignity for All Students Act (DASA)

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Workshop, and a Prevention of School Violence workshop, and have completed a finger printing packet distributed by the State Education Department. At the time of graduation, there is a fee payable to the New York State Education Department for each initial certificate. St. Joseph's College programs are accredited by the New York State Board of Regents.

Articulation with Suffolk County Community College: St. Joseph's has an articulation agreement with Suffolk through which SCCC students who complete the A.A. degree in Liberal Arts and Sciences or the A.S. degree in Liberal Arts and Sciences: Education (Child Study) Emphasis may transfer to St. Joseph's for the B.A. in Child Study, which leads to teacher certification for Early Childhood, Childhood, and Special Education. Consult either school for specific details.

DILLON CHILD STUDY CENTER AT THE BROOKLYN CAMPUS

The Dillon Child Study Center is the campus laboratory school for the department. The program, opened in 1934, is registered by the New York State Department of Education and licensed by the New York City Department of Health. In addition to services described elsewhere in this catalogue, the Center affords observation and practicum experiences for students in the Child Study Department, which makes a special commitment to the importance of the early childhood years. The Dillon Center exemplifies for them an educational facility that meets the needs of typically developing children as well as children with disabilities at the early childhood level of instruction.

Susan Shapiro, Ph.D., Educational Director.

Articulation with Queensborough Community College: St. Joseph's has an articulation agreement with Queensborough through which QCC students who complete the A.A. degree in Liberal Arts and Sciences or the A.S. degree in Liberal Arts and Sciences (Mathematics and Science) may transfer to St. Joseph's for the B.A. in Child Study, which leads to teacher certification for Early Childhood, Childhood, and Special Education. Consult either school for specific details.

PROGRAMS

Major

- [Child Study, B.A. \(Brooklyn Campus\)](#)
- [Child Study, B.A. \(Long Island Campus\)](#)

COURSES

Child Study

- [CS 101 - Child Psychology and Development I](#)
- [CS 102 - Child Psychology and Development II](#)
- [CS 121 - Psychology of the Exceptional Child](#)
- [CS 208 - Early Childhood: Curriculum, Methods & Materials](#)
- [CS 210 - Preschool Education Practicum](#)
- [CS 211 - Foundations of Childhood Education](#)
- [CS 301 - Literacy and Language in the Primary Grades](#)
- [CS 302 - Literacy and Language in the Intermediate Grades](#)
- [CS 308 - Education for Preschool and Kindergarten](#)
- [CS 309 - Mathematics and Science in the Elementary School](#)
- [CS 320 - Educational Assessment](#)
- [CS 321 - Psychoeducational Assessment](#)
- [CS 323 - Children With Learning Disabilities](#)
- [CS 324 - Special Education: Curriculum, Methods, and Materials I](#)
- [CS 325 - Special Education: Curriculum, Methods, and Materials II](#)
- [CS 352 - Classroom Management](#)
- [CS 400 - Research in Child Development and Childhood Education](#)
- [CS 413 - Supervised Student Teaching](#)
- [CS 414 - Supervised Student Teaching](#)
- [CS 423 - Special Education Student Teaching](#)
- [CS 424 - Special Education Student Teaching](#)

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COMMUNICATION STUDIES



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Julie Raplee, M.S., CCC-SLP, *Chairperson*

Rosemarie Hamlin, M.S., CCC-SLP, *Associate Chairperson*

Communication studies is a multi-faceted department emphasizing three areas of study. Courses in the department help students to develop confidence and poise, become better listeners, learn how to gain and hold attention in speech situations, acquire the means of effectively expressing their convictions, and receive training in the skills of interpretative reading and character portrayal. Other courses within the department focus upon various aspects of speech-language pathology and audiology, providing an introduction to these fields and satisfying requirements for graduate study. Training in the arts of human communication, rhetoric, and performance studies, as well as the sciences of speech-language pathology and audiology, leads to the Bachelor of Arts in Speech. In this way, students are prepared for a variety of careers in a society that is becoming increasingly dependent upon effective communication and more aware of people with communication disorders.

PROGRAMS

Major

- [Speech, B.A. \(Brooklyn Campus\)](#)
- [Speech, B.A. \(Long Island Campus\)](#)

Minor

- [Speech Minor \(Brooklyn Campus\)](#)
- [Speech Minor \(Long Island Campus\)](#)
- [Theatre Minor \(Brooklyn Campus\)](#)

Area of Concentration

- [Speech, Area of Concentration for Child Study \(Brooklyn Campus\)](#)
- [Speech, Area of Concentration for Child Study \(Long Island Campus\)](#)

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COURSES

Communication Studies

CO-CURRICULAR WORKSHOP IN DRAMATICS may be offered for academic credit in accordance with the policy that students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator and Director of Chapel Players.

- [SPC 102 - Speech Communication](#)
- [SPC 112 - Introduction To Sign Language](#)
- [SPC 115 - Voice and Diction](#)
- [SPC 130 - Introduction to the Theatre](#)
- [SPC 132 - Fundamentals of Acting](#)
- [SPC 204 - Interpersonal Communication](#)
- [SPC 205 - Intercultural Communication](#)
- [SPC 206 - Business and Professional Communication](#)
- [SPC 208 - Listening Theories and Applications](#)
- [SPC 212 - Phonetics](#)
- [SPC 217 - Oral Interpretation of Literature](#)
- [SPC 218 - Normal Language Development](#)
- [SPC 220 - Sound and the Auditory Mechanism](#)
- [SPC 222 - Nonverbal Communication](#)
- [SPC 224 - Children's Literature and Oral Expression](#)
- [SPC 225 - Psychology of Language](#)
- [SPC 228 - Acting I](#)
- [SPC 229 - Acting II](#)
- [SPC 230 - Advanced Acting](#)
- [SPC 234 - Creative Drama Workshop](#)
- [SPC 235 - Play Production](#)
- [SPC 270 - Small Group Discussion](#)
- [SPC 300 - Theories of Persuasion](#)
- [SPC 302 - American Musical Theatre](#)
- [SPC 304 - Directing](#)
- [SPC 319 - Speech-Language Pathology I](#)
- [SPC 320 - Speech-Language Pathology II](#)
- [SPC 340 - Audiology](#)
- [SPC 342 - Aural Rehabilitation](#)
- [SPC 350 - Advanced Speech Communication](#)
- [SPC 400 - Internships](#)
- [SPC 405 - History of Rhetoric](#)
- [SPC 410 - Anatomy, Physiology, and Neurology of the Speech and Hearing Mechanism](#)
- [SPC 415 - Rhetoric and Popular Culture](#)
- [SPC 424 - Clinical Procedure and Practice](#)



CRIMINAL JUSTICE



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Barbara Morrell, Ph.D., *Chairperson*

Joseph E. Pascarella, Ph.D., *Associate Chairperson*

PROGRAMS

Major

- [Criminal Justice, B.A. \(Both Campuses\)](#)
- [Criminal Justice, B.S. \(Both Campuses\) Departmental Approval Required.](#)
- [Criminal Justice, B.S. \(Professional Studies, Both Campuses\)](#)

Minor

- [Criminal Justice Minor \(Both Campuses\)](#)

Certificate

- [Criminology/Criminal Justice Certificate \(Brooklyn Campus\)](#)
- [Criminology/Criminal Justice Certificate \(Long Island Campus\)](#)
- [Criminology/Criminal Justice Certificate \(Professional Studies\)](#)

COURSES

Criminal Justice

- [CJ 158 - Criminal Justice Administration](#)
- [CJ 244 - Corrections](#)
- [CJ 245 - Community Correctional Alternatives](#)
- [CJ 246 - Restorative Justice](#)
- [CJ 247 - Correctional Rehabilitation and Reentry](#)
- [CJ 248 - Women and Crime](#)
- [CJ 257 - Juvenile Justice](#)
- [CJ 266 - Law Enforcement and Policing](#)
- [CJ 270 - Criminalistics and Crime Scene Investigation](#)
- [CJ 271 - Computer Application and Cyber Crime](#)

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- [CJ 272 - Geographical Informatory Systems](#)
- [CJ 273 - Crime Analysis and Policy](#)
- [CJ 277 - Criminal Procedure](#)
- [CJ 278 - Criminal Law](#)
- [CJ 324 - Research Methods in Criminal Justice](#)
- [CJ 342 - Internship in Criminal Justice](#)
- [CJ 359 - Independent Study in Criminal Justice](#)
- [CJ 370 - Special Topics In Criminal Justice](#)
- [CJ 400 - Capstone Seminar in Criminal Justice](#)

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DANCE



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Stacey Temple. M.F.A., *Chairperson*

Human expression, either individual or cultural, comes in many forms including the physical medium of dance. The Dance Department at St. Joseph's College, embraces the potential of that powerful expression in all people whether they are skilled dancers or those who wish to develop an appreciation of the form. Through courses that require no movement to those completely technique based, students will discover how to place the art form within its aesthetic, historical and cultural context as well as develop creativity and self-awareness.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the [Core Curriculum Guide](#).

Co-Curricular Workshop in Dance: May be offered for academic credit in accordance with the policy that students may earn 1/2 credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved by the faculty. Consult the Moderator of the Dance Performance Group.

COURSES

- [DAN 101 - Technique and Sources of Modern Dance](#)
- [DAN 103 - Dance Through The Ages](#)
- [DAN 104 - Introduction To Hip Hop Dance](#)
- [DAN 107 - Introduction To Latin Dance](#)
- [DAN 110 - Dance Movement I](#)
- [DAN 112 - Introduction To Tap Dance](#)
- [DAN 113 - Introduction To Theater Dance](#)
- [DAN 118 - Introduction To Afro-Caribbean Dance](#)
- [DAN 201 - Technique and Sources of Modern Dance II](#)
- [DAN 270 - Special Topics in Dance](#)

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EDUCATION (ADOLESCENCE)



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S. Nancy Gilchrist, Ed.D., *Chairperson*

S. Margaret Buckley, Ed.D., *Associate Chairperson*

The Education Department seeks to prepare students for Initial Certification in Adolescence Education with majors in biology, chemistry, English, history, mathematics, and Spanish, in New York State Approved Programs. The programs are accredited by the Teacher Education Accreditation Council (TEAC).

The programs, grounded in the tradition of the liberal arts, provide students with a core curriculum and appropriate depth and breadth of knowledge in their major field. (See specifics required of majors in their respective field.) Close collaboration exists among major departments and the Education Department in the preparation of teachers.

For entrance into the adolescence education program, all students will be required to file a formal application in the Education Office. A College average of 2.8 is required and an acceptable grade in a writing sample. Thereafter, students must maintain a 2.8 GPA College-wide, in their major field, and in their Education coursework, including methods courses. In addition, an application must be made for student teaching before registering for [EDU 473](#). Each student in this program is required to purchase and complete an e-portfolio using Chalk & Wire.

Professional competence is developed through a sequence of courses that integrate theory and practice, as well as through 100 hours of fieldwork in the middle and secondary schools prior to student teaching. These field experiences introduce the prospective teacher to working with students and teachers in a variety of situations and in roles of increasing responsibility.

All students preparing to teach must demonstrate acceptable expository writing and the ability to utilize new technologies. In addition, students must complete a year of the same modern language at the College level and two approved speech courses (three for English majors), with a Speech GPA no lower than 3.0.

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In addition to the academic requirements of the College to gain Initial Certification teacher candidates must achieve passing scores on the New York State Teacher Certification Examinations and must be fingerprinted. Certification also requires evidence of participation in Child Abuse, Violence Prevention and Intervention, and Dignity for All Students Workshops (DASA).

Candidates usually enter the program as sophomores. Other students may elect Education courses with the permission of the department.

PROGRAMS

- [Adolescence Education \(Grades 7-12\) \(Brooklyn Campus\)](#)
- [Adolescence Education \(Grades 7-12\) \(Long Island Campus\)](#)

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ENGLISH



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Judith R. Phagan, D.A., *Chairperson*

Thomas B. Grochowski, M.F.A., Ph.D., *Associate Chairperson*

As one of the formative traditions of human experience, the study of literature is an integral part of every person's intellectual development. All students, therefore, are encouraged to take a course in the 100 range which will extend the skills attained in Writing for Effective Communication and focus them on an understanding and appreciation of literary genres worldwide or of the multi-ethnic dimensions in American literature.

Courses at the 200 level are delimited geographically and historically and aim at more sophisticated literary study; 300 level courses explore the works of individual themes or authors; 400 level courses are generally restricted to junior and senior majors. The wide spectrum of literary and historical periods covered in the English department offerings provides for comprehensive background and the possibility of specialization in such areas as Major Authors, the American Experience, British Literature, and Creative Writing.

PROGRAMS

Major

- [English Adolescence Education, B.A. \(Brooklyn Campus\)](#)
- [English Adolescence Education, B.A. \(Long Island Campus\)](#)
- [English B.A. \(Brooklyn Campus\)](#)
- [English B.A. \(Long Island Campus\)](#)

Minor

- [English Minor \(Brooklyn Campus\)](#)
- [English Minor \(Long Island Campus\)](#)
- [Film/Media Interdisciplinary Minor \(Brooklyn Campus\)](#)
- [Film/Media Interdisciplinary Minor \(Long Island Campus\)](#)

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Area of Concentration

- English, Area of Concentration for Child Study (Brooklyn Campus)
- English, Area of Concentration for Child Study (Long Island Campus)

COURSES

English

CO-CURRICULAR WORKSHOP IN YEARBOOK may be offered for academic credit in accordance with the policy that “students may earn 1/2 credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty.” Consult the Moderator of the Yearbook.

- ENG 103 - Writing for Effective Communication
- ENG 105 - Creative Writing
- ENG 106 - Dramatic And Visual Writing
- ENG 107 - Fiction Writing
- ENG 108 - Journalism
- ENG 109 - Analytical Writing
- ENG 110 - Communication for Professionals
- ENG 111 - The Language of Film
- ENG 112 - Classical Literature
- ENG 113 - Introduction to Drama
- ENG 114 - Introduction To Poetry
- ENG 115 - The Short Story
- ENG 117 - The New York Scene in Literature
- ENG 119 - A Rainbow of Voices
- ENG 123 - Fictional Narrative
- ENG 124 - Poetry And Drama
- ENG 125 - An Introduction to Magazine Writing
- ENG 140 - Miracles and Massacres
- ENG 199 - Supervised Internship
- ENG 201 - Introduction to Reading Literature Critically
- ENG 202 - Literature and the Writing Process
- ENG 203 - Advanced Expository Writing
- ENG 211 - Film/Media Genre
- ENG 212 - Film/Media Authorship
- ENG 213 - Film/Media and Society
- ENG 214 - Film/Media Form
- ENG 218 - Medieval Imaginations
- ENG 219 - Literature of the English Renaissance
- ENG 221 - Seventeenth Century Literature
- ENG 222 - The Age of Johnson
- ENG 233 - Prose and Poetry of the English Romantic Movement

- [ENG 237 - Modern American Drama](#)
- [ENG 238 - Modern European Drama](#)
- [ENG 243 - Nineteenth Century British Novel](#)
- [ENG 245 - Modern British Novel](#)
- [ENG 253 - Modern Poetry](#)
- [ENG 255 - Comedy](#)
- [ENG 256 - The Bible as Literature](#)
- [ENG 259 - Modern American Novel](#)
- [ENG 261 - African American Literature](#)
- [ENG 262 - Resonant Voices](#)
- [ENG 265 - Literature and the Environment](#)
- [ENG 278 - Brooklyn Voices](#)
- [ENG 292 - Survey of British Literature I](#)
- [ENG 293 - Survey in British Literature II](#)
- [ENG 294 - Survey in American Literature from Beginnings to 1865](#)
- [ENG 295 - Survey in American Literature Since 1865](#)
- [ENG 300 - Scholarly Writing about Literature](#)
- [ENG 303 - Continental Masterworks](#)
- [ENG 305 - Chaucer](#)
- [ENG 320 - Milton](#)
- [ENG 332 - Shakespeare](#)
- [ENG 358 - American Renaissance](#)
- [ENG 359 - American Literature, 1890–1945](#)
- [ENG 360 - American Literature Since 1945](#)
- [ENG 370 - Selected Themes or Topics of Literary Interest](#)
- [ENG 414 - Middle English Literature](#)
- [ENG 420 - Senior Seminar in Film/ Media Studies](#)
- [ENG 430 - Senior Seminar: Jane Austen](#)
- [ENG 434 - Victorian Prose & Poetry](#)
- [ENG 450 - Senior Seminar: Comparative Authors](#)
- [ENG 460 - Senior Seminar: Kate Chopin, Edith Wharton and Willa Cather](#)
- [ENG 462 - Senior Seminar: Eugene O'Neill](#)
- [ENG 465 - Senior Seminar: The American Confessional Poets](#)
- [ENG 468 - Senior Seminar: Contemporary Native American Literature](#)
- [ENG 487 - The Senior Thesis](#)

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GENERAL STUDIES



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PROGRAMS

Major

- General Studies, B.S. (Professional Studies)

COURSES

General Studies

- GS 110 - Portfolio and Career Development Seminar
- GS 111 - Experiential Portfolio Seminar
- GS 111L - Experiential Portfolio Seminar
- GS 260 - Diversity And Sensitivity in the Workplace
- GS 261 - Disabilities in Society and the Workplace
- GS 398 - Becoming/CollegeLevelLearner
- GS 400 - Adults in Transition
- GS 401 - Problem Solving for Professionals
- GS 402 - Critical Thinking for Professionals
- GS 404 - Administration and the Liberal Arts
- GS 406 - Community Service-Learning
- GS 423 - Principles of Training and Staff Development
- GS 424 - Training and Development Techniques
- GS 427 - Special Topics
- GS 468 - Practicum in Training and Staff Development

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HEALTH ADMINISTRATION



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PROGRAMS

Major

- [Health Administration, B.S. \(Professional Studies\)](#)

Dual Degree (5 Year Program)

- [Health Administration/Health Care Management, B.S./M.B.A. \(Professional Studies\)](#)

COURSES

Health Administration

- [HA 200 - Fundamentals of Financial Accounting](#)
- [HA 230 - Human Resources Management](#)
- [HA 244 - Health Care Policy](#)
- [HA 245 - OSHA \(Occupational Safety and Health Administration\)](#)
- [HA 246 - Health Care Providers as First Responders](#)
- [HA 247 - Taking Sides: Clashing Views on Bioethical Issues](#)
- [HA 404 - Administration and the Liberal Arts](#)
- [HA 408 - Epidemiology](#)
- [HA 423 - Principles of Training and Staff Development](#)
- [HA 424 - Training and Development Techniques](#)
- [HA 430 - Health Care Delivery System](#)
- [HA 432 - Ambulatory Care Administration](#)
- [HA 433 - Managed Care](#)
- [HA 435 - Continuous Quality Improvement](#)
- [HA 437 - Home Care Administration](#)
- [HA 438 - Hospice Concepts](#)
- [HA 439 - Practicum in the Hospice Field](#)
- [HA 456 - Programs and Resources in Aging](#)
- [HA 459 - Practicum in Gerontology](#)

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- [HA 466 - Internship in Health Administration](#)
- [HA 468 - Practicum in Training and Staff Development](#)
- [HA 481 - Health Care Management](#)
- [HA 484 - Legal Aspects of Health Care](#)
- [HA 486 - Long Term Health Care Administration](#)
- [HA 489 - Comprehensive Health Planning](#)
- [HA 490 - Research Seminar in Health Administration](#)
- [HA 491 - Global Health Systems](#)
- [HA 492 - Medical Terminology](#)
- [HA 493 - Computer Applications in Health Administration](#)
- [HA 494 - Billing and Coding](#)
- [HA 495 - Academic Writing and Research](#)
- [HA 496 - Health Care Finance and Economics](#)
- [HA 498 - Capstone Research in Health Administration](#)
- [HA 499 - Field Study in Global Health Systems](#)
- [HS 459 - Practicum in Gerontology](#)

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HISTORY



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James Blakeley, Ph.D., *Chairperson*

Phillip Dehne, Ph.D., *Associate Chairperson*

The courses in history are arranged to meet the needs not only of history majors, but of all students who are interested in history for its value as a liberal discipline. The courses are designed to present either a general survey of a civilization, or an intensive analysis of more specialized fields in order that the student may acquire a deeper appreciation of the historical process, an understanding of the multicultural character of our global society, a fuller comprehension of the human person in the context of time, and a body of knowledge which will generate perspective on contemporary issues.

100s and 200s: Lower level survey courses. The levels of difficulty are comparable, though the 200 level courses tend to be in areas in which the student may have little or no background. 300s: Upper level specialized and topics courses. Students enrolled in upper level courses are assumed to have the reading, writing, and analytical skills appropriate to junior status (graduation from a community college or 64 credits).

PHI ALPHA THETA

St. Joseph's College has a chapter, Phi Mu, of the international history honor society, Phi Alpha Theta. (See section on [Academic Life](#).)

GEOGRAPHICAL GROUPINGS OF HISTORY COURSES:

American History:

[HIS 112](#) , [HIS 170](#) , [HIS 172](#) , [HIS 229](#) , [HIS 274](#) , [HIS 276](#) , [HIS 310](#) , [HIS 311](#) , [HIS 312](#) , [HIS 321](#) , [HIS 325](#) , [HIS 327](#) , [HIS 329](#) , [HIS 335](#) , [HIS 340](#) , [HIS 345](#) , [HIS 360](#) , [HIS 363](#)

European History:

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Global History:

[HIS 202](#) , [HIS 210](#) , [HIS 220](#) , [HIS 224](#) , [HIS 225](#) , [HIS 229](#) , [HIS 250](#) , [HIS 251](#) , [HIS 255](#) , [HIS 315](#) , [HIS 317](#)

Other:

[HIS 152](#) , [HIS 208](#) , [HIS 370](#) , [HIS 390](#) , [HIS 410](#) , [HIS 411](#) , [HIS 422](#) , [HIS 435](#)

PROGRAMS

Major

- [History, B.A. \(Both Campuses\)](#)
- [History, Social Studies Adolescence Education, B.A. \(Both Campuses\)](#)

Minor

- [History Minor \(Both Campuses\)](#)

Area of Concentration

- [History, Area of Concentration for Child Study \(Both Campuses\)](#)

COURSES

History

- [HIS 100 - Europe to 1715](#)
- [HIS 102 - Europe since 1715](#)
- [HIS 112 - Religion in American Life](#)
- [HIS 114 - Themes in European History 1450-1815](#)
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- [HIS 152 - Contemporary International Problems](#)
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- [HIS 170 - American History I](#)
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- [HIS 210 - Modern Sub-Saharan Africa](#)
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- [HIS 224 - South and Southeast Asia](#)
- [HIS 225 - The Making of the Modern Middle East](#)
- [HIS 229 - The African-American Experience](#)

- HIS 232 - Modern Russia
- HIS 244 - Food in the Global Community
- HIS 250 - Latin America
- HIS 251 - Caribbean History
- HIS 255 - A History of Southern Africa
- HIS 261 - England from the Roman Conquest to the Glorious Revolution
- HIS 266 - British History since 1688
- HIS 267 - History of Ireland
- HIS 274 - Long Island in History
- HIS 276 - History of New York: State and City
- HIS 301 - Medieval Europe
- HIS 303 - Renaissance and Reformation Europe
- HIS 305 - Early Modern Europe
- HIS 307 - The French Revolution and Napoleon
- HIS 308 - Nineteenth-Century Europe
- HIS 309 - The Twentieth Century World
- HIS 310 - American Foreign Policy
- HIS 311 - United States Foreign Relations to 1914
- HIS 312 - United States Foreign Relations Since 1914
- HIS 313 - The First World War
- HIS 315 - Modern Japan
- HIS 317 - Modern China
- HIS 321 - American Social and Intellectual History
- HIS 325 - American Colonial Society 1607–1763
- HIS 327 - Revolutionary America 1763–1789
- HIS 329 - Early National Period 1787–1848
- HIS 335 - American Civil War and Reconstruction
- HIS 340 - America in the Industrial Age 1877-1930
- HIS 345 - Post-War America
- HIS 350 - The Holocaust
- HIS 352 - War, Revolution, and Totalitarianism: Europe 1914-45
- HIS 354 - Post-War Europe
- HIS 360 - The Vietnam Era
- HIS 363 - Immigration And Identity: The Question Of Race And Ethnicity In American Life
- HIS 370 - Selected Themes or Topics of Historical Interest
- HIS 380 - Seminar in English History
- HIS 381 - Seminar in Irish History
- HIS 390 - Directed Readings
- HIS 410 - Seminar in Historical Methodology
- HIS 411 - Senior Thesis
- HIS 422 - Historiography
- HIS 435 - Supervised Internship



HOSPITALITY AND TOURISM MANAGEMENT



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Janice Scarinci, Ph.D., *Chairperson*

Harold Nolan, Jr., Ph.D., *Associate Chairperson*

The major in Hospitality and Tourism Management, which leads to a Bachelor of Science degree, may be completed as a four-year program for entering freshmen or as an upper-division program for transfer students.

The major embodies the civic mission of the College by building integrative communities that serve the needs of our students, neighbors and region by establishing career paths and opportunities for “committed participation” in three distinct, but interconnected areas: Tourism, Hotel Management, and Health Care Hospitality. The major places strong emphasis on general well-being of our environment, our neighbors, and visitors to the region. The Tourism concentration emphasizes sustainability, such as food-to-table, eco-tourism and agri-tourism. The hotel management concentration integrates sustainability at its core, and the health care hospitality concentration focuses on how individuals experience care in medical and non-profit environments. Hospitality and Tourism Management professionals today are not only required to have special knowledge specific to their area of concentration, but also are required to have an understanding of the humanities, behavioral sciences, social sciences, and natural sciences. As such, all Hospitality and Tourism Management majors must complete all required liberal arts credits, which are designed to enhance their ability to reason logically, to think critically, to develop a value system, and to make decisions ethically. To this end, all majors are required to complete an internship relative to their area of concentration.

Hospitality and Tourism Management: All students seeking a Bachelor of Science degree in Hospitality and Tourism Management must complete the following curriculum: students must fulfill the requirements of the liberal arts core curriculum. The following liberal arts course are

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required by the department:

PROGRAMS

Major

- [Hospitality and Tourism Management, B.S. \(Both Campuses\)](#)
- [Hospitality and Tourism Management, B.S. \(Professional Studies\)](#)

COURSES

Hospitality and Tourism Management

- [HTM 100 - Hospitality Management](#)
- [HTM 200 - Hospitality Finance](#)
- [HTM 301 - Commercial Recreation and Tourism](#)
- [HTM 302 - Hotel Operations Management](#)
- [HTM 312 - Hotel Facilities Management](#)
- [HTM 317 - Sustainable Tourism](#)
- [HTM 320 - Conference and Event Planning Management](#)
- [HTM 462 - Internship](#)

Recreation and Leisure Studies

- [REC 262 - Facility Planning and Management of Sport, Recreation, and Fitness Settings](#)

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HUMAN RELATIONS



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Raymond D'Angelo, Ph.D., *Coordinator (Brooklyn Campus)*

William Bengston, Ph.D., *Coordinator (Long island Campus)*

This interdisciplinary major leading to a Bachelor of Arts degree includes sociology - anthropology and psychology. It seeks to equip students with specific skills which are necessary for today's citizens to be effective in their relations with others, in school, in social service agencies, in business, in government.

PROGRAMS

Major

- [Human Relations, B.A. \(Brooklyn Campus\)](#)
- [Human Relations, B.A. \(Long Island Campus\)](#)

Minor

- [Human Relations Minor \(Both Campuses\)](#)

Area of Concentration

- [Human Relations, Area of Concentration for Child Study \(Brooklyn Campus\)](#)
- [Human Relations, Area of Concentration for Child Study \(Long Island Campus\)](#)

COURSES

Human Relations

- [HR 400 - Seminar in Human Relations](#)

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HUMAN SERVICES



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Carolyn Gallogly, Ph.D., *Chairperson*

K. Candis Best, J.D., Ph.D., *Associate Chairperson*

PROGRAMS

Major

- [Human Services, B.S. \(Professional Studies\)](#)

Certificate

- [Alcoholism and Addictions Counseling Certificate \(Professional Studies\)](#)
- [Care Management Certificate \(Professional Studies\)](#)
- [Counseling Certificate \(Professional Studies\)](#)
- [Gerontology Certificate \(Brooklyn Campus\)](#)
- [Gerontology Certificate \(Long Island Campus\)](#)
- [Health Care Management Certificate \(Professional Studies\)](#)
- [Home Care Administration Certificate \(Professional Studies\)](#)
- [Hospice Certificate \(Professional Studies\)](#)

COURSES

Human Services

- [HS 150 - Group Dynamics and Communication](#)
- [HS 230 - Emotional/Behavioral Disturbance in Children and Youth](#)
- [HS 231 - Child Abuse and Neglect](#)
- [HS 240 - Developing A Non-Profit Organization](#)
- [HS 241 - Introduction to Fundraising](#)
- [HS 242 - Introduction to Grant Writing](#)
- [HS 243 - Medicaid](#)
- [HS 244 - Event Planning](#)
- [HS 270 - Sociology of Health](#)

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HS 272 - Alzheimer's Disease and Related Dementias

- HS 403 - Human Services and the Liberal Arts
- HS 407 - Human Sexuality in Health and Disease
- HS 408 - Epidemiology
- HS 409 - Psychological Factors in Health and Disease
- HS 411 - Alcoholism
- HS 412 - Addictions and Dependencies
- HS 413 - Nutrition in Community Health
- HS 415 - Human Services
- HS 419 - Alcoholism and Addictions in the Family and Society
- HS 420 - Health Education
- HS 421 - Human Services Administration I
- HS 422 - Human Services Administration II
- HS 429 - Human Services Delivery System
- HS 434 - Family Health
- HS 440 - Principles of Counseling
- HS 441 - Counseling Techniques
- HS 442 - Family Counseling
- HS 443 - Mental Health and Crisis Intervention
- HS 444 - Principles of Alcoholism and Addictions Counseling
- HS 445 - Alcoholism and Addictions Evaluation and Treatment Planning
- HS 449 - Death And Dying
- HS 451 - Gerontology
- HS 453 - The Psychology of Aging
- HS 456 - Program and Resources in Aging
- HS 457 - Introduction to Case Management
- HS 458 - Care Management And Community Mental Health
- HS 466 - Internship in Human Services
- HS 467 - Practicum in Health Instruction
- HS 470 - Practicum in Alcoholism & Addictions Counseling I
- HS 471 - Practicum in Alcoholism & Addictions Counseling II
- HS 472 - Practicum in Alcoholism & Addictions Counseling III
- HS 474 - Field Experience in Human Services I
- HS 475 - Field Experience in Human Services II
- HS 495 - Academic Writing and Research
- HS 498 - Capstone Research in Human Services

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JOURNALISM AND NEW MEDIA STUDIES P H

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Theodore Hamm, Ph.D., *Chairperson*

M.J. Robinson, Ph.D., *Associate Chairperson*

The Journalism and New Media Studies major draws on traditional liberal arts disciplines including English, history and communications and applies them to professional media practices. Students will apply their writing and reporting skills to digital media formats including interactive Websites and documentary video. The program has a strong focus on the business side of media, leading to a senior year internship in media outlets including newspapers, magazines and television stations. In reporting local stories and doing their internships, students will also explore the inner workings of their own communities. Students will have the opportunity to showcase all of their skills and interests in their senior projects.

PROGRAMS

Major

- [Journalism and New Media Studies, B.A.\(Both Campuses\)](#)

Minor

- [Journalism and New Media Studies Minor \(Both Campuses\)](#)

COURSES

- [JNM 108 - Intro to Journalism](#)
- [JNM 110 - Journalism Workshop: The Art of the Essay](#)
- [JNM 200 - History of Media](#)
- [JNM 210 - Digital Reporting](#)
- [JNM 300 - Local Reporting \(New York City or Long Island\)](#)
- [JNM 310 - New Media Workshop](#)

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JNM 311 - Data-Driven Journalism and Infographics

- JNM 320 - Reporting Arts and Culture
- JNM 330 - Reporting Business and the Economy
- JNM 340 - The Business of Media
- JNM 350 - Science and Environmental Reporting
- JNM 370 - Special Topics: Journalism and New Media
- JNM 410 - Web Design Workshop
- JNM 411 - Senior Thesis
- JNM 435 - Supervised Internship

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MATHEMATICS AND COMPUTER SCIENCE



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David Seppala-Holtzman, D.Phil., *Chairperson*
Victoria Hong, M.B.A., *Associate Chairperson*

To develop a more mature appreciation of the significance of mathematics and its impact on today's world, each student is required to take one semester of mathematics chosen from a set of courses designed to appeal to a variety of interests. In addition to courses in mathematics, the department offers a wide variety of courses in computer science and information systems.

BROOKLYN CAMPUS

Students may take a major or minor in Mathematics, a major or a minor in Computer Information Technology or a minor in Computer Science. Child Study majors may take a concentration in Mathematics.

LONG ISLAND CAMPUS

Students may take a major or minor in Mathematics, a major or minor in Computer Information Technology or a major or minor in Computer Science. Child Study majors take a concentration in Mathematics or in Mathematics/Computer Science. The department offers a program for secondary education students that allows them to earn both their bachelor's and master's degrees within five years. Many of the courses in both Mathematics and Computer Science may be offered toward the completion of several certificate programs.

PROGRAMS

Major

- [Computer Information Technology, B.S. \(Brooklyn Campus\)](#)

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- Computer Information Technology, B.S. (Long Island Campus)
- Computer Information Technology, B.S. (Professional Studies)
- Mathematics B.A. (Brooklyn Campus)
- Mathematics B.A. (Long Island Campus)
- Mathematics, Adolescence Education, B.A. (Brooklyn Campus)
- Mathematics, Adolescence Education, B.A. (Long Island Campus)
- Mathematics, Adolescence Education, B.S. (Brooklyn Campus)
- Mathematics, Adolescence Education, B.S. (Long Island Campus)
- Mathematics, B.S. (Brooklyn Campus)
- Mathematics, B.S. (Long Island Campus)
- Mathematics/Computer Science Major, B.S. (Both Campuses)

Minor

- Computer Information Technology Minor (Brooklyn Campus)
- Computer Information Technology Minor (Long Island Campus)
- Computer Science Minor (Brooklyn Campus)
- Computer Science Minor (Long Island Campus)
- Mathematics Minor (Brooklyn Campus)
- Mathematics Minor (Long Island Campus)

Strand

- Mathematics, Actuary Science (Both Campuses)

Area of Concentration

- Mathematics, Area of Concentration for Child Study (Brooklyn Campus)
- Mathematics, Area of Concentration for Child Study (Long Island Campus)
- Mathematics/Computer Science, Area of Concentration for Child Study (Long Island Campus)

Concentration

- Healthcare Information Management (Both Campuses)

Certificate

- Information Technology Applications Certificate (Brooklyn Campus)
- Information Technology Applications Certificate (Long Island Campus)
- Information Technology Applications Certificate (Professional Studies)

COURSES

Computer Science

- COM 115 - Exploring the Internet
- COM 140 - Microcomputer Applications I

- COM 141 - Microcomputer Applications II
- COM 150 - Introduction to Computer Programming
- COM 152 - Computer Programming
- COM 200 - Computer Science: An Overview
- COM 205 - Multimedia Applications
- COM 210 - Algorithms and Data Structures
- COM 220 - Mobile Applications
- COM 230 - Software Engineering and Methodology
- COM 240 - Human Computer Interaction
- COM 252 - Advanced C++
- COM 286 - Business Programming I
- COM 288 - Business Systems and Design
- COM 300 - Advanced Algorithms
- COM 310 - Operating Systems
- COM 320 - Programming Languages
- COM 330 - Computer Graphics
- COM 360 - Computer Communications and Networking
- COM 361 - Introduction to Cisco Networking
- COM 362 - Advanced Cisco Networking
- COM 370 - Advanced Computer Programming
- COM 390 - Advanced Application Programming and Database Systems
- COM 470 - Directed Studies
- COM 490 - Current Topics in Computing
- COM 499 - Internship in Computer Science

Mathematics

- MAT 105 - Fundamentals of Mathematics in Today's World
- MAT 106 - Excursions in Contemporary Mathematics
- MAT 107 - Introduction to Probability and Statistics
- MAT 111 - College Algebra
- MAT 113 - Elementary Functions: Precalculus
- MAT 200 - Mathematics for Business and Economics
- MAT 202 - Global Experiences in Mathematical Education
- MAT 203 - Mathematical Foundations of Computer Science
- MAT 204 - Analytic Trigonometry and Geometry
- MAT 205 - Calculus and Analytic Geometry I
- MAT 206 - Calculus and Analytic Geometry II
- MAT 207 - Calculus and Analytic Geometry III
- MAT 208 - Advanced Calculus
- MAT 212 - Introduction to Proofs
- MAT 213 - Problem Solving Seminar
- MAT 241 - History of Mathematics
- MAT 246 - Probability and Statistics

[MAT 250 - Theory of Interest](#)

- [MAT 307 - Real Analysis](#)
- [MAT 346 - Advanced Topics in Probability and Statistics](#)
- [MAT 350 - Differential Equations](#)
- [MAT 352 - Elementary Number Theory](#)
- [MAT 354 - Modern Algebra](#)
- [MAT 356 - Linear Algebra](#)
- [MAT 360 - Optimization Methods](#)
- [MAT 362 - Modern Geometry](#)
- [MAT 364 - Topology](#)
- [MAT 368 - Functions Of A Complex Variable](#)
- [MAT 470 - Directed Reading](#)
- [MAT 471 - Seminar](#)

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MODERN LANGUAGES



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Antoinette Hertel, Ph.D., *Chairperson*

Maria Montoya, Ph.D., *Associate Chairperson*

The Department of Modern Languages at St. Joseph's College offers a complete series of courses in Spanish leading to a bachelor's degree (with or without teaching certification in secondary education), an Area of Concentration for Child Study majors, or a Minor in Spanish. Courses are also taught in beginning and intermediate French and Italian.

Our courses aim to develop students' proficiency in comprehension and communication, while fostering an understanding and appreciation of other literatures and cultures. Skills acquired in language courses may prove extremely useful in preparation for professional careers in education, business, medicine, law, tourism or other fields.

The Department also provides opportunities for students to engage other cultures and languages outside of the classroom through our service-learning and study abroad programs, in communities from Long Island to Nicaragua and Argentina, as well as Spain.

Please note: Language courses numbered 151, 152, 201, 202 are sequential. Therefore, a student may not receive credit for a lower numbered course once a higher numbered course has been taken.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the [Core Curriculum Guide](#).

SIGMA DELTA PI

St. Joseph's College has an active chapter, Phi Delta, of the National Hispanic Honor Society, Sigma Delta Pi. (See section on [Academic Life](#).)

STUDY ABROAD

Students of Spanish are strongly encouraged to study in a

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Spanishspeaking country while seeking their degree, for a period ranging from two weeks to a full school year. The St. Joseph’s College Global Studies Program works with the Modern Languages Department to provide students with a variety of opportunities for such study. We offer an ongoing summer language program in Alicante, Spain. The department also provides a range of opportunities for more advanced cultural studies in the Hispanic world, including programs in Argentina and Nicaragua.

PROGRAMS

Major

- [Spanish, B.A. \(Brooklyn Campus\)](#)
- [Spanish, B.A. \(Long Island Campus\)](#)

Minor

- [Latino Studies Interdisciplinary Minor \(Brooklyn Campus\)](#)
- [Latino Studies Interdisciplinary Minor \(Long Island Campus\)](#)
- [Spanish Minor \(Brooklyn Campus\)](#)
- [Spanish Minor \(Long Island Campus\)](#)

Area of Concentration

- [Spanish, Area of Concentration for Child Study \(Brooklyn Campus\)](#)
- [Spanish, Area of Concentration for Child Study \(Long Island Campus\)](#)

COURSES

Arabic

- [ARA 151 - Elementary Arabic I](#)
- [ARA 152 - Elementary Arabic II](#)

French

- [FRE 151 - Elementary I](#)
- [FRE 152 - Elementary II](#)
- [FRE 201 - Intermediate I](#)
- [FRE 202 - Intermediate French II](#)
- [FRE 211 - French Readings I](#)
- [FRE 212 - French Readings II](#)

Italian

- [ITL 151 - Elementary I](#)
- [ITL 152 - Elementary II](#)
- [ITL 201 - Intermediate I](#)
- [ITL 202 - Intermediate II](#)
- [ITL 211 - Italian Readings I](#)

- [ITL 212 - Italian Readings II](#)

Russian

- [RUS 151 - Elementary Russian I](#)
- [RUS 152 - Elementary Russian II](#)

Spanish

Courses that are not scheduled can be made available on sufficient demand.

Majors, Concentrates, and Minors may only take one of the following: [SPN 211](#), [SPN 212](#), or [SPN 215](#).

Survey courses offered each semester on a rotating schedule.

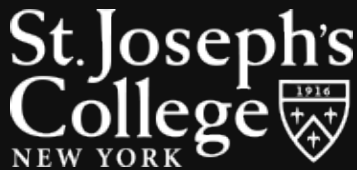
Advanced Courses

[SPN 221](#), [SPN 222](#), and [SPN 260](#) are prerequisites for all courses 300-level and above conducted in Spanish.

- [SPN 110 - Introduction to Latino Studies](#)
- [SPN 140 - Miracles and Massacres](#)
- [SPN 151 - Elementary I](#)
- [SPN 152 - Elementary II](#)
- [SPN 201 - Intermediate I](#)
- [SPN 202 - Intermediate II](#)
- [SPN 210 - Field Experience in the Spanish Language](#)
- [SPN 211 - Readings in Spanish Literature and Culture](#)
- [SPN 212 - Readings in Latin American Literature and Culture](#)
- [SPN 215 - Studies in Hispanic Literature and Art](#)
- [SPN 220 - Advanced Grammar for Heritage Speakers](#)
- [SPN 221 - Advanced Grammar](#)
- [SPN 222 - Advanced Composition and Conversation](#)
- [SPN 223 - Conversation](#)
- [SPN 233 - Civilization and Culture of Spain](#)
- [SPN 234 - Civilization and Culture Of Latin America](#)
- [SPN 260 - Introduction to Hispanic Literature](#)
- [SPN 261 - Survey of Spanish Literature](#)
- [SPN 262 - Survey Of Spanish Literature II](#)
- [SPN 263 - Survey of Latin American Literature](#)
- [SPN 303 - Gabriel García Márquez](#)
- [SPN 304 - Contemporary Spanish Drama](#)
- [SPN 305 - Contemporary Latin American Drama](#)
- [SPN 310 - Field Experience in Bilingual and Second Language Education](#)
- [SPN 315 - The Hispanic Poetic Tradition](#)
- [SPN 330 - U.S. Latino Literature and Culture](#)
- [SPN 340 - Contemporary Hispanic Cinema](#)

- [SPN 350 - Hispanic Women Writers](#)
- [SPN 351 - Reading Resistencia: Social Movements in Latin America](#)
- [SPN 352 - Latin America at the Crossroads](#)
- [SPN 353 - From Macondo to Mcondo: Visions of Modern Latin America](#)
- [SPN 355 - Beyond Walls: The U.S.-Mexico Borderlands](#)
- [SPN 356 - Deconstructing the Caribbean](#)
- [SPN 357 - The Cuban Revolution: Reinvention of a Dream](#)
- [SPN 358 - The City of Borges](#)
- [SPN 370 - Special Topics in Hispanic Literature and Culture](#)
- [SPN 401 - Senior Thesis Seminar I](#)
- [SPN 402 - Senior Thesis Seminar II](#)

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MUSIC



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Leon Bernardyn, M.M., G.P.D., *Chairperson*

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the [Core Curriculum Guide](#).

PROGRAMS

Minor

- [Music History Minor \(Brooklyn Campus\)](#)
- [Music History Minor \(Long Island Campus\)](#)
- [Music Minor \(Long Island Campus\)](#)

Area of Concentration

- [Fine Arts, Music, Area of Concentration for Child Study \(Long Island Campus\)](#)
- [Music, Area of Concentration for Child Study \(Long Island Campus\)](#)

COURSES

Music

CO-CURRICULAR WORKSHOP IN MUSIC may be offered for academic credit in accordance with the policy that students may earn 1/2 credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator of the Choral Society, Jazz Ensemble or the Music Performance Club.

- [MUS 100 - The Understanding And Enjoyment Of Music](#)
- [MUS 101 - Theory I](#)
- [MUS 104 - Evolution Of American Music](#)
- [MUS 113 - Great Figures In Music](#)
- [MUS 115 - Survey Of European Classical Music](#)
- [MUS 201 - Theory II](#)

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- [MUS 205 - Jazz](#)
- [MUS 206 - The Opera](#)
- [MUS 207 - Twentieth Century Music](#)
- [MUS 208 - The Classical Era \(1750-1820\)](#)
- [MUS 209 - The Baroque Era \(1600-1750\)](#)
- [MUS 210 - The Romantic Era](#)
- [MUS 211 - Development of Music in Motion Pictures](#)
- [MUS 212 - Latin American Music](#)
- [MUS 213 - Development Of Music In Motion Pictures II](#)
- [MUS 214 - Postmodern Music](#)
- [MUS 215 - History of the Symphony](#)
- [MUS 216 - Latin American Music II](#)
- [MUS 217 - Music in Paris](#)
- [MUS 218 - Music of China](#)
- [MUS 226 - Music in Therapeutic Settings](#)
- [MUS 308 - Mozart](#)
- [MUS 310 - Beethoven](#)

Music: Studio

The emphasis of studio courses is to guide the students in discovering and expressing their creative musical potential. Exposure to varied techniques and approaches offers the beginning as well as the advanced student, a broad scope for individual growth and expression.

- [MUS 120 - Vocal Technique, Choral Literature and Performance](#)
- [MUS 121 - Vocal Technique, Choral Literature and Performance](#)
- [MUS 122 - Vocal Technique, Choral Literature and Performance](#)
- [MUS 123 - Vocal Technique, Choral Literature and Performance](#)
- [MUS 222 - The Chamber Choir](#)
- [MUS 224 - Chamber Choir](#)
- [MUS 227 - Instrumental Ensemble](#)
- [MUS 228 - Instrumental Ensemble](#)

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NURSING



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Florence L. Jerdan, Ph.D., R.N., *Chairperson*

The Department of Nursing offers an upper-division baccalaureate program designed exclusively for registered nurses. The program is accredited by the National League for Nursing Accrediting Commission. The curriculum is planned to maximize the strengths the registered nurse brings to the baccalaureate program. The program focuses upon the utilization of nursing theory; the promotion, restoration and maintenance of health for clients; the development of critical thinking and decision-making skills; and the development of leadership skills appropriate to beginning professional practice. The research process as it relates to nursing is taught and utilized throughout the program. Clinical experiences are provided at a variety of health care settings under the direction of the Nursing faculty.

The purposes of the program are to:

1. Provide the graduate with breadth of knowledge and values from both general and professional education.
2. Prepare the graduate for professional practice in traditional and unstructured health care settings.
3. Provide a foundation for graduate education in nursing.
4. Provide the knowledge base and experiences that will facilitate professional socialization to professional nursing practice.

ADMISSION PROCESS

Candidates for admission to the Nursing program must submit:

1. A Nursing program application.
2. Transcripts of lower-division coursework. If student copies of transcripts are submitted initially, official transcripts must be on file within the first 18 credits of coursework at St. Joseph's College.
3. Two letters of reference from employing agency or School of Nursing attesting to the candidate's clinical competency and

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potential for professional growth.

4. Proof of licensure as a Registered Professional Nurse in New York State.

ADMISSION REQUIREMENTS

Candidates for admission to the Nursing program must have:

1. Graduated from an Associate Degree Nursing Program or a Hospital Diploma Program accredited by the National League for Nursing Accrediting Commission. Graduates of programs not accredited by the NLNAC may be eligible for conditional admission to the nursing program if they meet all other admission requirements. Specific requirements apply to those admitted on a conditional basis.
2. A current license in New York State as a Registered Professional Nurse or eligibility to sit for the NCLEX-RN licensing exam. Students must have a current New York State RN license to enroll in [NU 350](#).
3. Completion of lower-division course requirements. Candidates are eligible to apply for admission after completing 24 credits of lower division course requirements at a regionally accredited community or senior college. CLEP challenge exams are available in selected science and liberal arts courses.
4. A satisfactory cumulative grade point average in lower-division course work. All candidates with a grade point average of 2.5 on a 4 point scale will be reviewed for admission. Preference will be given to those with a 3.0 or above grade point average.
5. Satisfactory scores on the NLN Nursing Acceleration Challenge Exam (ACE) II RN-BSN Tests required for graduates of Hospital Diploma Programs and students admitted to the program on a conditional basis. These tests must be taken no later than the second semester after admission to the program. Students are expected to complete the RN-BSN program within 7-14 semesters, including summers. The majority of part time students complete within three years. Full time students can complete within two years.

PROGRAMS

Major

- [Nursing, B.S. \(Professional Studies\)](#)

COURSES

Nursing

Students under the direction and guidance of faculty develop a learning contract for each clinical nursing course. The learning contracts are

designed in accord with the student’s academic and professional background and the objectives of the course. The use of the learning contract provides for student self-direction and participation in the selection of their learning experiences. Clinical hours are planned on a to-be-arranged basis.

The Department of Nursing reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

- [NU 300 - Theoretical Bases in Nursing](#)
- [NU 301 - Way of Being](#)
- [NU 302 - Nursing Informatics](#)
- [NU 311 - Transition to Professional Nursing Practice](#)
- [NU 320 - Holistic Nursing \(Elective\)](#)
- [NU 330 - Nursing Practice and the Integration Of Genetics \(Elective\)](#)
- [NU 350 - Professional Nursing with Individuals](#)
- [NU 351 - Health Assessment](#)
- [NU 400 - Professional Nursing with Families](#)
- [NU 401 - Relationship-Centered Care in Professional Nursing](#)
- [NU 410 - Professional Nursing with Communities](#)
- [NU 411 - Population- Focused Care in Professional Nursing](#)
- [NU 421 - Nursing Research](#)
- [NU 431 - Nursing Leadership](#)
- [NU 440 - Budgeting Concepts for Nurse Managers \(Elective\)](#)
- [NU 450 - Professional Nursing Practicum](#)
- [NU 451 - Contemporary Issues in Health](#)
- [NU 455 - Capstone Course](#)

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PHILOSOPHY



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Wendy Turgeon, Ph.D., *Chairperson*

Philosophy, the love of wisdom, is at the heart of a liberal education. It seeks to question and interpret the full range of human experience and critically examine the assumptions, methods, and claims of other bodies of knowledge represented in the curriculum, including its own.

On a personal level philosophy challenges students to think critically from the point of view informed by the history of ideas and from a variety of perspectives. Ultimately, philosophy aims at a wisdom that may support a meaningful life and guide life's decisions.

Courses in philosophy provide an excellent foundation for professional study in law, history, education, the natural and social sciences, and religious studies.

With the advances of technology, students on the Brooklyn campus have opportunities to take philosophy courses based on the Long Island campus. Consult the department for information about these dual-campus course opportunities.

For centuries a college education meant preparation in philosophy and theology. Now there are many majors from which to choose but these two disciplines offer a breadth of knowledge that can factor into any profession. For example, philosophy majors often go into field as diverse as business, technical writing, information technology. Religious Studies majors likewise branch out into a number of other professions and as religion plays an increasing role in the global economy and politics, this area becomes key for understanding across differences. Many graduate professional programs (medicine and law) welcome majors from these disciplines. The program at St. Joseph's College combines study in both with a specialization in one.

PROGRAMS

Major

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- [Philosophy and Religious Studies, B.A.\(Long Island Campus\)](#)

Minor

- [Labor, Class and Ethics Minor \(Both Campuses\)](#)
- [Philosophy Minor \(Brooklyn Campus\)](#)
- [Philosophy Minor \(Long Island Campus\)](#)

Area of Concentration

- [Philosophy Child Study Concentration \(Long Island Campus\)](#)

COURSES

Philosophy

- [PHI 123 - The Art of Thinking](#)
- [PHI 124 - Invitation to Philosophy](#)
- [PHI 150 - Great Philosophers](#)
- [PHI 154 - Sources Of Great Western Ideas](#)
- [PHI 157 - Origins of Self and Society in Ancient Greece and Rome](#)
- [PHI 160 - Introduction to Ethics](#)
- [PHI 196 - Honors: The Ancient World](#)
- [PHI 231 - The Philosophy of Childhood](#)
- [PHI 235 - Aesthetics and Philosophy of Art](#)
- [PHI 237 - Philosophy and God](#)
- [PHI 240 - American Philosophy](#)
- [PHI 245 - Philosophy and Women](#)
- [PHI 253 - Ancient Philosophy](#)
- [PHI 254 - Medieval Philosophy](#)
- [PHI 255 - Modern Philosophy](#)
- [PHI 260 - An Inquiry into Cross Cultural Guides for Living](#)
- [PHI 268 - Ethics and Business](#)
- [PHI 270 - Philosophy and Film](#)
- [PHI 335 - The Aesthetics and Ethics of Myth](#)
- [PHI 345 - Social and Political Philosophy](#)
- [PHI 356 - Contemporary Philosophy](#)
- [PHI 360 - Philosophy and Moral Education](#)
- [PHI 362 - Environmental Ethics](#)
- [PHI 365 - Philosophy in the Pre-College Curriculum](#)
- [PHI 370 - Philosophical Topics](#)
- [PHI 410 - Senior Thesis](#)

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PHYSICAL EDUCATION



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Shantey Hill, *Athletics Director - Long Island Campus*

Frank Carbone, *Athletics Director - Brooklyn Campus*

The Physical Education courses are designed to effect the student's development in skills including coordination, alertness, strength and endurance. The program attempts to focus on the beneficial use of leisure time through fostering the qualities of sportsmanship, cooperation, courtesy, leadership and fellowship in a variety of lifetime sports appropriate for Long Island residents. Other team sports are available within the non-academic program.

Students may earn a maximum of four physical education credits toward their degree. Of these four credits, a maximum of two credits may be for participation on varsity teams.

Please consult the individual campus listings of Physical Education Courses being offered each semester.

COURSES

Physical Education

Members of the Women's or Men's designated Varsity sports may earn 1/2 credit for one season, in accordance with the policy that students may earn 1/2 academic credit per season for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult Moderator and Director of Athletics.

- [PE 101 - Self-Defense and Physical Fitness](#)
- [PE 103 - Tai Chi](#)
- [PE 104 - Introduction to Hip Hop Dance](#)
- [PE 107 - Introduction to Latin Dance](#)
- [PE 111 - Body Toning](#)
- [PE 113 - Aerobics and Fitness](#)
- [PE 114 - Weight Training](#)
- [PE 116 - Yoga and Stress Reduction](#)

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- [PE 118 - Introduction to Afro-Caribbean Dance](#)
- [PE 119 - Horseback Riding](#)
- [PE 120 - Self-Defense](#)
- [PE 121 - Strength & Fitness Training](#)
- [PE 122 - Dance Movement I](#)
- [PE 123 - Fundamentals of Golf](#)
- [PE 124 - Swimming Instruction](#)
- [PE 125 - Lifeguard Training](#)
- [PE 126 - Advanced Swimming](#)
- [PE 128 - Cardio Kick-Boxing for Fitness](#)
- [PE 129 - Introduction to Tap Dance](#)
- [PE 130 - Introduction to Theater Dance](#)
- [PE 131 - Fitness Walking/Jogging](#)
- [PE 141 - Wellness: A Lifestyle Approach](#)

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PHYSICAL SCIENCES



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Jill Rehmann, Ph.D., *Chairperson*

The introductory courses in the physical sciences are designed to give the student a basic understanding of the nature of matter and the physical universe and of the impact of the physical sciences on society. The advanced courses offer the training needed by those who will be professionally concerned with scientific matters in the future in industry, research, medicine, or teaching.

Articulation with Kingsborough Community College: St. Joseph's has an articulation agreement with Kingsborough through which KCC students who complete the A.S. Degree in Chemistry may transfer to St. Joseph's for the B.S. in Chemistry. Consult either school for specific details.

PROGRAMS

Major

- [Chemistry, Adolescence Education, B.S. \(Both Campuses\)](#)
- [Chemistry, B.S. \(Both Campuses\)](#)

Minor

- [Chemistry Minor \(Brooklyn Campus\)](#)
- [Chemistry Minor \(Long Island Campus\)](#)

Area of Concentration

- [Science, Area of Concentration for Child Study \(Brooklyn Campus\)](#)
- [Science, Area of Concentration for Child Study \(Long Island Campus\)](#)

COURSES

Chemistry

- [CHE 120 - Chemistry and Society](#)

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- CHE 135 - Introduction to Environmental Chemistry
- CHE 140 - Chemistry and Art
- CHE 150 - General Chemistry I
- CHE 151 - General Chemistry II
- CHE 175 - Principles of General, Organic, and Biochemistry
- CHE 240 - Scientific Writing and Research
- CHE 241 - Introduction to Laboratory Research
- CHE 250 - Organic Chemistry I
- CHE 251 - Organic Chemistry II
- CHE 260 - Analytical Chemistry
- CHE 310 - Medicinal Chemistry
- CHE 331 - Biochemistry I
- CHE 332 - Biochemistry II
- CHE 349 - Physical Chemistry for the Life Sciences
- CHE 350 - Thermodynamics and Kinetics
- CHE 351 - Quantum Mechanics and Molecular Structure
- CHE 360 - Introduction to Industrial Chemistry
- CHE 405 - Research In Chemistry
- CHE 410 - Internship
- CHE 420 - Environmental Chemistry
- CHE 440 - Inorganic Chemistry
- CHE 450 - Seminar in Chemistry
- CHE 460 - Senior Project

Earth Science

- ESC 110 - Introduction to Astronomy (Long Island Campus)
- ESC 111 - Introduction to the Solar System (Long Island Campus)
- ESC 112 - Introduction to Stellar Astronomy (Long Island Campus)
- ESC 113 - Science in Science Fiction (Long Island Campus)
- ESC 120 - Introduction to Geology (Long Island Campus)
- ESC 130 - Introduction to Meteorology (Long Island Campus)

Physical Sciences

- SCI 125 - Topics in Forensic Science
- SCI 130 - Nutrition and Health
- SCI 135 - Nutrition and Personal Health
- SCI 150 - Introduction to Physical Science
- SCI 165 - Energy and The Environment

Physics

- PHY 130 - Key Concepts in Physics
- PHY 150 - General Physics I-Mechanics, Molecular Physics, Heat, Sound
- PHY 151 - General Physics II-Magnetism, Electricity, Optics, Atomic Physics



PSYCHOLOGY



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Dominique Treboux, Ph.D., *Chairperson*

Elizabeth Anslow, Ph.D., *Associate Chairperson*

The psychology major is designed for those students who need a solid preparation for graduate study in psychology. The departmental offerings are also suitable for those students who intend to engage in any of the professions in which knowledge of psychological principles is fundamental. Many courses are relevant for those students who are interested in enriching their understanding of human behavior.

PROGRAMS

Major

- [Psychology, B.A. \(Brooklyn Campus\)](#)
- [Psychology, B.A. \(Long Island Campus\)](#)

Minor

- [Psychology Minor \(Brooklyn Campus\)](#)
- [Psychology Minor \(Long Island Campus\)](#)

Area of Concentration

- [Psychology, Area of Concentration for Child Study \(Brooklyn Campus\)](#)
- [Psychology, Area of Concentration for Child Study \(Long Island Campus\)](#)

COURSES

Psychology

- [PSY 100 - Introduction to Psychology](#)
- [PSY 121 - Child Psychology And Development II](#)
- [PSY 130 - Life Span Development](#)
- [PSY 150 - Group Dynamics and Communication](#)

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- [PSY 170 - Educational Psychology](#)
- [PSY 180 - Psychology of Women](#)
- [PSY 200 - Psychology of Learning](#)
- [PSY 210 - Cognitive Processes](#)
- [PSY 220 - Adolescent Psychology](#)
- [PSY 230 - Adult Development and Aging](#)
- [PSY 251 - Social Psychology](#)
- [PSY 261 - Psychology of Personality](#)
- [PSY 265 - The Psychology of Film](#)
- [PSY 271 - Abnormal Psychology](#)
- [PSY 280 - Industrial Psychology](#)
- [PSY 281 - Organizational Behavior](#)
- [PSY 282 - Consumer Motivation and Behavior](#)
- [PSY 290 - Forensic Psychology](#)
- [PSY 300 - Psychological Testing](#)
- [PSY 310 - Introduction to Statistics](#)
- [PSY 315 - Statistics for Psychological Research](#)
- [PSY 316 - Statistics for Behavioral Sciences with Laboratory](#)
- [PSY 320 - Positive Psychology](#)
- [PSY 325 - Introduction to Behavior Modification](#)
- [PSY 330 - Selected Topics in Psychology](#)
- [PSY 340 - History and Systems of Psychology](#)
- [PSY 350 - Human Sexuality](#)
- [PSY 353 - Sensation And Perception](#)
- [PSY 355 - Introduction to School Psychology](#)
- [PSY 357 - Introduction to Community Psychology](#)
- [PSY 360 - Counseling Psychology](#)
- [PSY 370 - Introduction to Clinical Psychology](#)
- [PSY 380 - Physiological Psychology](#)
- [PSY 391 - Introduction to Experimental Methodology](#)
- [PSY 392 - Research Methods in Psychology with Laboratory](#)
- [PSY 400 - Internship in Psychology](#)
- [PSY 460 - Senior Research Seminar](#)
- [PSY 465 - Advanced Research Seminar](#)

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RECREATION AND LEISURE STUDIES



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Gail C. Lamberta, Ph.D., *Chairperson*

The major in Recreation, which leads to a Bachelor of Science degree, may be completed as a four-year program for entering freshmen or as an upper-division program for transfer students. The program is nationally accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT).

This program aims to provide the philosophy, psychology, sociology, and professional enrichment necessary to enhance both clinical and administrative skills in Recreation and Leisure Studies. The student may choose to concentrate in either Therapeutic Recreation or Leisure Services Management.

The Therapeutic Recreation concentration prepares graduates to pursue careers as Therapeutic Recreation Specialists in health care and social service agencies. A Therapeutic Recreation specialist is part of a team of highly skilled professionals who assist people with physical and developmental disabilities, mental illness, age-related limitations, alcohol and other drug dependency, as well as at-risk youth, and juvenile and adult offenders.

The Therapeutic Recreation specialist may work in many different settings, including hospitals, rehabilitation centers, assisted living and long term care facilities, community mental health centers, schools, group homes, correctional facilities, substance abuse facilities, and vocational training centers.

The Leisure Services Management concentration leads to positions with YMCA's, youth agencies, community or government recreation and parks departments, as well as in non-profit and private agencies.

Certification is available as a Certified Therapeutic Recreation Specialist (CTRS) from the National Council for Therapeutic Recreation Certification (NCTRC) to those students who major in Therapeutic

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Recreation. Students who major in Leisure Services Management may pursue a Certified Park and Recreation Professional (CPRP) certification from the National Recreation and Parks Association (NRPA). Interested students should seek advisement concerning specific eligibility requirements.

Any student who enrolls in a practicum course which will involve any physical contact with a child or a patient, especially persons with disabilities, must provide evidence that he or she has acquired professional liability insurance.

Articulation with Kingsborough Community College: St. Joseph's has an articulation agreement with Kingsborough through which KCC students who complete the A.S. degree in Recreation may transfer to St. Joseph's for the B.S. in either Leisure Services Management or Therapeutic Recreation.

PROGRAMS

Major

- [Leisure Services Management, B.S. \(Brooklyn Campus\)](#)
- [Leisure Services Management, B.S. \(Long Island Campus\)](#)
- [Therapeutic Recreation, B.S. \(Brooklyn Campus\)](#)
- [Therapeutic Recreation, B.S. \(Long Island Campus\)](#)

Minor

- [Therapeutic Recreation Minor \(Brooklyn Campus\)](#)
- [Therapeutic Recreation Minor \(Long Island Campus\)](#)

COURSES

Recreation and Leisure Studies

- [REC 150 - Foundations of Leisure Services](#)
- [REC 160 - Program Planning and Leadership Skills](#)
- [REC 252 - Recreation Administration I](#)
- [REC 253 - Therapeutic Recreation for Individuals with Disabilities](#)
- [REC 272 - Alzheimer's Disease and Related Dementias](#)
- [REC 276 - Therapeutic Recreation in Geriatric Settings](#)
- [REC 277 - Introduction to Therapeutic Recreation](#)
- [REC 278 - Leisure Education](#)
- [REC 279 - Therapeutic Recreation in Psychiatric Settings](#)
- [REC 280 - Therapeutic Recreation for The Physically Disabled](#)
- [REC 281 - Skills in Recreation](#)
- [REC 282 - Therapeutic Recreation for the Developmentally Disabled](#)
- [REC 283 - Current Issues in Therapeutic Recreation](#)
- [REC 284 - Therapeutic Recreation in Community-Based Settings](#)
- [REC 285 - Therapeutic Recreation in Community-Based Settings](#)

Lab - Long Island Campus Only

- [REC 350 - Assesment, Documentation, and Evaluation in Therapeutic Recreation](#)
- [REC 352 - Recreation Administration II](#)
- [REC 483 - Therapeutic Field Experience I](#)
- [REC 486 - Leisure Services Management Internship](#)
- [REC 487 - Therapeutic Recreation Internship Experience](#)
- [REC 488 - Internship In Therapeutic Recreation](#)

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RELIGIOUS STUDIES



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Thomas Petriano, Ph.D., *Chairperson*

Courses in Religious Studies offer to students the opportunity to deepen their knowledge of the various religious traditions of the world. The courses are given to enable the student to appreciate the religious beliefs of all people within the context of their cultural and historical development. Courses have also been designed to provide the opportunity for students to study the current complex issues of society from both a theological and moral viewpoint. **For more information on the Philosophy & Religious Studies major, please click on link below.**

- [Philosophy and Religious Studies, B.A.\(Long Island Campus\)](#)

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the [Core Curriculum Guide 2011](#). Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

KHATIB CHAIR FOR THE STUDY OF COMPARATIVE RELIGION

Inaugurated by Dr. and Mrs. Reza Khatib '52 in 2008, the Khatib Chair for the Study of Comparative Religion was established to promote knowledge and understanding of the world's religions with an initial focus on the study of Islam. Each spring a noted scholar of a representative religious tradition will lecture, lead faculty discussions, and teach a course that will be video-conferenced to both campuses. All Majors are required to take at least one course offered by a Khatib Chair.

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Minor

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- Peace and Justice Studies Interdisciplinary Minor (Brooklyn Campus)
- Peace and Justice Studies Interdisciplinary Minor (Long Island Campus)
- Religious Studies Minor (Brooklyn Campus)
- Religious Studies Minor (Long Island Campus)

Certificate

- Religious Studies Certificate (Brooklyn Campus)
- Religious Studies Certificate (Long Island Campus)

COURSES

Religious Studies

- RS 112 - Religion in American Life
- RS 122 - Hebrew Scriptures - Old Testament
- RS 123 - New Testament
- RS 124 - Journey With St. Paul
- RS 130 - Belief and Unbelief in the Modern World
- RS 131 - Jesus The Christ
- RS 134 - Sacramental Theology
- RS 144 - Women in the Judaeo-Christian Tradition
- RS 145 - Theology of Death and Dying
- RS 147 - Christian Marriage
- RS 151 - Contemporary Approaches to Morality
- RS 154 - Issues of War and Peace
- RS 165 - Judaism
- RS 166 - Contemporary Catholicism
- RS 168 - World Religions
- RS 173 - Quest for God
- RS 174 - Social Justice and Human Development
- RS 200 - The History of Christian Spirituality
- RS 202 - Islam
- RS 203 - Faith on Film
- RS 204 - Health Care Ethics
- RS 205 - Religion And Ecology
- RS 206 - Religions of Abraham
- RS 223 - The Gospel of John
- RS 224 - History of Christianity I
- RS 225 - History of Christianity II
- RS 300 - Interdisciplinary Readings on Peace and Justice
- RS 302 - Catholic Social Teaching
- RS 303 - Symposium on Love
- RS 305 - Religion and Science

- [RS 352 - Latin America at the Crossroads](#)
- [RS 370 - Special Topics](#)
- [RS 410 - Senior Thesis](#)

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SOCIAL SCIENCES



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Raymond D'Angelo, Ph.D., *Chairperson*

Stephen Rockwell, Ph.D., *Associate Chairperson*

The Department of the Social Sciences aims to develop a broad understanding of social, economic, and political problems and to instill in students an interest which may lead to constructive activity in the solution of contemporary problems in these fields. All courses in the Social Sciences Department are open to the entire student body.

PROGRAMS

Major

- [Political Science, B.A. \(Both Campuses\)](#)
- [Social Sciences, B.A. Concentration in Economics \(Brooklyn Campus\)](#)
- [Social Sciences, B.A. Concentration in Economics \(Long Island Campus\)](#)
- [Sociology, B.A. \(Brooklyn Campus\)](#)
- [Sociology, B.A. \(Long Island Campus\)](#)

Minor

- [Economics Minor \(Both Campuses\)](#)
- [Political Science Minor \(Both Campuses\)](#)
- [Sociology Minor \(Both Campuses\)](#)

Area of Concentration

- [Social Sciences, Areas of Concentration for Child Study \(Brooklyn Campus\)](#)
- [Social Sciences, Areas of Concentration for Child Study \(Long Island Campus\)](#)

Certificate

- [Applied Sociology Certificate \(Long Island Campus\)](#)

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COURSES

Anthropology

- [ANT 151 - Cultural Anthropology](#)
- [ANT 152 - Physical Anthropology](#)
- [ANT 261 - Native Americans](#)

Economics

- [ECO 120 - Macroeconomics](#)
- [ECO 127 - Comparative Economic Systems](#)
- [ECO 161 - International Economic Problems](#)
- [ECO 221 - Labor Economics](#)
- [ECO 222 - Statistics](#)
- [ECO 223 - Money and Banking](#)
- [ECO 226 - Microeconomics](#)
- [ECO 278 - Economic Geography](#)
- [ECO 328 - History of Economic Thought](#)
- [ECO 359 - Independent Study in Economics](#)
- [ECO 370 - Special Topics in Economics](#)
- [ECO 400 - Seminar in Economics](#)

Political Science

- [POL 102 - Introduction to Political Science](#)
- [POL 103 - American Government and Politics](#)
- [POL 104 - State and Local Government](#)
- [POL 203 - Political and Civil Rights](#)
- [POL 205 - Comparative Governments](#)
- [POL 212 - Elements of Social Science Research](#)
- [POL 215 - International Relations, Law and Organization](#)
- [POL 220 - War, Revolution, and Resistance](#)
- [POL 225 - American Presidency](#)
- [POL 240 - Political Transition in Eastern Europe](#)
- [POL 250 - Social Change in Developing Countries](#)
- [POL 265 - Public Ethics](#)
- [POL 285 - The U.S. Supreme Court](#)
- [POL 290 - Action Program in Political Science](#)
- [POL 293 - American Urban Politics](#)
- [POL 300 - The Dynamics Of Politics](#)
- [POL 303 - Money, Media and Politics](#)
- [POL 315 - Politics of Human Rights](#)
- [POL 348 - Research Methods](#)
- [POL 351 - History of Political Thought](#)
- [POL 353 - American Political Theory](#)
- [POL 359 - Independent Study in Political Science](#)

- POL 370 - Special Topics in Political Science
- POL 400 - Seminar in Political Science

Sociology

- SOC 100 - Introductory Sociology
- SOC 133 - American Society
- SOC 136 - Social Problems
- SOC 140 - Introduction to Social Work
- SOC 212 - Elements of Social Science Research
- SOC 220 - Sociology of Deviant Behavior
- SOC 230 - Social Organizations
- SOC 232 - Sociology of the Paranormal
- SOC 237 - Inequality and Social Class
- SOC 239 - Sociology of Religion
- SOC 241 - Experience In Social Work
- SOC 242 - Field Experience In Applied Sociology
- SOC 243 - Criminology
- SOC 245 - Community and the Built Environment
- SOC 246 - Sociology of Gender
- SOC 247 - Hispanic Culture and Community
- SOC 249 - Race and Ethnicity
- SOC 250 - Social Change in Developing Countries
- SOC 251 - Social Psychology
- SOC 252 - Environment and Society
- SOC 254 - Sociology of Youth
- SOC 256 - Sociology of Education
- SOC 265 - Popular Culture
- SOC 270 - Sociology of Health
- SOC 275 - Poverty and Social Welfare
- SOC 285 - Sociology of the Family
- SOC 310 - The Civil Rights Movement
- SOC 312 - Seminar on American Family Issues
- SOC 315 - Global:Understand/InterWorld
- SOC 338 - Observing the Social World: Qualitative Sociology
- SOC 347 - Sociological Theory
- SOC 348 - Research Methods
- SOC 350 - Applied Statistics
- SOC 359 - Independent Study in Sociology
- SOC 370 - Special Topics in Sociology
- SOC 400 - Seminar in Sociology

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INSTRUCTIONAL PROGRAMS



Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following programs have been registered by the New York State Education Department.

For more information on these programs, including HEGIS Codes, CIP Codes and degrees awarded, please click on [Inventory of Registered Programs](#) below:

- [Instructional Programs - Brooklyn and Long Island Campuses](#)
[Inventory of Registered Programs](#)

PROGRAMS

Major

- [Accounting, B.S. \(Both Campuses\)](#)
- [Accounting, B.S. \(Professional Studies\)](#)
- [Biology B.S. \(Brooklyn Campus\)](#)
- [Biology Adolescence Education, B.A./B.S. \(Brooklyn Campus\)](#)
- [Biology B.S. \(Long Island Campus\)](#)
- [Biology Adolescence Education, B.A./B.S. \(Long Island Campus\)](#)
- [Business Administration, B.S. \(Both Campuses\)](#)
- [Chemistry, B.S. \(Both Campuses\)](#)
- [Chemistry, Adolescence Education, B.S. \(Both Campuses\)](#)
- [Child Study, B.A. \(Brooklyn Campus\)](#)
- [Criminal Justice, B.S. \(Both Campuses\) Departmental Approval Required.](#)
- [Child Study, B.A. \(Long Island Campus\)](#)
- [Computer Information Technology, B.S. \(Professional Studies\)](#)
- [Computer Information Technology, B.S. \(Brooklyn Campus\)](#)
- [Computer Information Technology, B.S. \(Long Island Campus\)](#)
- [Criminal Justice, B.A. \(Both Campuses\)](#)

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- Criminal Justice, B.S. (Professional Studies, Both Campuses)
- English B.A. (Brooklyn Campus)
- English Adolescence Education, B.A. (Brooklyn Campus)
- English B.A. (Long Island Campus)
- English Adolescence Education, B.A. (Long Island Campus)
- General Studies, B.S. (Professional Studies)
- Health Administration, B.S. (Professional Studies)
- History, B.A. (Both Campuses)
- History, Social Studies Adolescence Education, B.A. (Both Campuses)
- Hospitality and Tourism Management, B.S. (Both Campuses)
- Hospitality and Tourism Management, B.S. (Professional Studies)
- Human Relations, B.A. (Brooklyn Campus)
- Human Relations, B.A. (Long Island Campus)
- Human Services, B.S. (Professional Studies)
- Journalism and New Media Studies, B.A.(Both Campuses)
- Leisure Services Management, B.S. (Brooklyn Campus)
- Leisure Services Management, B.S. (Long Island Campus)
- Marketing, B.S.(Both Campuses)
- Marketing, B.S. (PGS)
- Mathematics B.A. (Brooklyn Campus)
- Mathematics, B.S. (Brooklyn Campus)
- Mathematics, Adolescence Education, B.A. (Brooklyn Campus)
- Mathematics, Adolescence Education, B.S. (Brooklyn Campus)
- Mathematics B.A. (Long Island Campus)
- Mathematics, B.S. (Long Island Campus)
- Mathematics, Adolescence Education, B.A. (Long Island Campus)
- Mathematics, Adolescence Education, B.S. (Long Island Campus)
- Mathematics/Computer Science Major, B.S. (Both Campuses)
- Medical Technology, B.S. (Brooklyn Campus)
- Medical Technology, B.S. (Long Island Campus)
- Medical Technology, B.S. (Professional Studies)
- Nursing, B.S. (Professional Studies)
- Organizational Management, B.S. (Professional Studies)
- Philosophy and Religious Studies, B.A.(Long Island Campus)
- Political Science, B.A. (Both Campuses)
- Psychology, B.A. (Brooklyn Campus)
- Psychology, B.A. (Long Island Campus)
- Social Sciences, B.A. Concentration in Economics (Brooklyn Campus)
- Social Sciences, B.A. Concentration in Economics (Long Island Campus)
- Sociology, B.A. (Brooklyn Campus)
- Spanish, B.A. (Brooklyn Campus)

- Spanish, B.A. (Long Island Campus)
- Speech, B.A. (Brooklyn Campus)
- Speech, B.A. (Long Island Campus)
- Therapeutic Recreation, B.S. (Brooklyn Campus)
- Therapeutic Recreation, B.S. (Long Island Campus)
- Sociology, B.A. (Long Island Campus)

Dual Degree (5 Year Program)

- Accounting, B.S./M.B.A. (Both Campuses)
- Accounting, B.S./M.B.A. (Professional Studies) (152 credits):
- Health Administration/Health Care Management, B.S./M.B.A. (Professional Studies)
- Organizational Management and Management, Human Resources Management Concentration, B.S./M.S. (Professional Studies)
- Organizational Management, B.S./M.B.A. (Professional Studies)

Minor

- Accounting Minor (Both Campuses)
- American Studies Interdisciplinary Minor (Long Island Campus)
- Art History Minor (Both Campuses)
- Biology Minor (Brooklyn Campus)
- Biology Minor (Long Island Campus)
- Business Administration Minor
- Chemistry Minor (Brooklyn Campus)
- Chemistry Minor (Long Island Campus)
- Computer Information Technology Minor (Brooklyn Campus)
- Computer Information Technology Minor (Long Island Campus)
- Computer Science Minor (Brooklyn Campus)
- Computer Science Minor (Long Island Campus)
- Criminal Justice Minor (Both Campuses)
- Economics Minor (Both Campuses)
- English Minor (Brooklyn Campus)
- English Minor (Long Island Campus)
- Environmental Studies Interdisciplinary Minor (Brooklyn Campus)
- Environmental Studies Interdisciplinary Minor (Long Island Campus)
- Film/Media Interdisciplinary Minor (Brooklyn Campus)
- Film/Media Interdisciplinary Minor (Long Island Campus)
- Fine Arts Minor (Long Island Campus)
- History Minor (Both Campuses)
- Human Relations Minor (Both Campuses)
- Journalism and New Media Studies Minor (Both Campuses)
- Labor, Class and Ethics Minor (Both Campuses)
- Latino Studies Interdisciplinary Minor (Brooklyn Campus)
- Latino Studies Interdisciplinary Minor (Long Island Campus)

- Marketing Minor (Both Campuses)
- Mathematics Minor (Brooklyn Campus)
- Mathematics Minor (Long Island Campus)
- Music History Minor (Brooklyn Campus)
- Music History Minor (Long Island Campus)
- Music Minor (Long Island Campus)
- Peace and Justice Studies Interdisciplinary Minor (Brooklyn Campus)
- Peace and Justice Studies Interdisciplinary Minor (Long Island Campus)
- Philosophy Minor (Brooklyn Campus)
- Philosophy Minor (Long Island Campus)
- Political Science Minor (Both Campuses)
- Psychology Minor (Brooklyn Campus)
- Psychology Minor (Long Island Campus)
- Religious Studies Minor (Brooklyn Campus)
- Religious Studies Minor (Long Island Campus)
- Sociology Minor (Both Campuses)
- Spanish Minor (Brooklyn Campus)
- Spanish Minor (Long Island Campus)
- Speech Minor (Brooklyn Campus)
- Speech Minor (Long Island Campus)
- Studio Art Minor (Both Campuses)
- Theatre Minor (Brooklyn Campus)
- Therapeutic Recreation Minor (Brooklyn Campus)
- Therapeutic Recreation Minor (Long Island Campus)
- Women's Studies Interdisciplinary Minor (Long Island Campus)

Strand

- Mathematics, Actuary Science (Both Campuses)

Area of Concentration

- American Studies, Area of Concentration for Child Study (Long Island Campus)
- Art, Area of Concentration for Child Study (Long Island Campus)
- English, Area of Concentration for Child Study (Brooklyn Campus)
- English, Area of Concentration for Child Study (Long Island Campus)
- Fine Arts, Area of Concentration for Child Study (Long Island Campus)
- Fine Arts, Music, Area of Concentration for Child Study (Long Island Campus)
- History, Area of Concentration for Child Study (Both Campuses)
- Human Relations, Area of Concentration for Child Study

(Brooklyn Campus)

- Human Relations, Area of Concentration for Child Study (Long Island Campus)
- Mathematics, Area of Concentration for Child Study (Brooklyn Campus)
- Mathematics, Area of Concentration for Child Study (Long Island Campus)
- Mathematics/Computer Science, Area of Concentration for Child Study (Long Island Campus)
- Music, Area of Concentration for Child Study (Long Island Campus)
- Philosophy Child Study Concentration (Long Island Campus)
- Psychology, Area of Concentration for Child Study (Brooklyn Campus)
- Psychology, Area of Concentration for Child Study (Long Island Campus)
- Science, Area of Concentration for Child Study (Brooklyn Campus)
- Science, Area of Concentration for Child Study (Brooklyn Campus)
- Science, Area of Concentration for Child Study (Long Island Campus)
- Science, Area of Concentration for Child Study (Long Island Campus)
- Social Sciences, Areas of Concentration for Child Study (Brooklyn Campus)
- Social Sciences, Areas of Concentration for Child Study (Long Island Campus)
- Spanish, Area of Concentration for Child Study (Brooklyn Campus)
- Spanish, Area of Concentration for Child Study (Long Island Campus)
- Speech, Area of Concentration for Child Study (Brooklyn Campus)
- Speech, Area of Concentration for Child Study (Long Island Campus)

Concentration

- Finance Concentration (Both Campuses)
- Global Environment of Business Concentration (Long Island Campus)
- Healthcare Information Management (Both Campuses)
- Information Systems Concentration (Long Island Campus)
- Sports Management Concentration (Both Campuses)

Certificate

- Alcoholism and Addictions Counseling Certificate (Professional

Studies)

- Applied Sociology Certificate (Long Island Campus)
- Care Management Certificate (Professional Studies)
- Counseling Certificate (Professional Studies)
- Criminology/Criminal Justice Certificate (Brooklyn Campus)
- Criminology/Criminal Justice Certificate (Long Island Campus)
- Criminology/Criminal Justice Certificate (Professional Studies)
- Gerontology Certificate (Brooklyn Campus)
- Gerontology Certificate (Long Island Campus)
- Health Care Management Certificate (Professional Studies)
- Home Care Administration Certificate (Professional Studies)
- Hospice Certificate (Professional Studies)
- Human Resources Certificate (Long Island Campus)
- Human Resources Certificate (Professional Studies)
- Human Services(Long Island Campus)
- Information Technology Applications Certificate (Brooklyn Campus)
- Information Technology Applications Certificate (Long Island Campus)
- Information Technology Applications Certificate (Professional Studies)
- Leadership and Supervision Certificate (Brooklyn Campus)
- Leadership and Supervision Certificate (Long Island Campus)
- Management Certificate (Brooklyn Campus)
- Management Certificate (Long Island Campus)
- Management Certificate (Professional Studies)
- Marketing, Advertising, and Public Relations Certificate (Brooklyn Campus)
- Marketing, Advertising, and Public Relations Certificate (Long Island Campus)
- Religious Studies Certificate (Brooklyn Campus)
- Religious Studies Certificate (Long Island Campus)
- Training and Staff Development Certificate (Professional Studies)

Career Readiness Track

- Community Services (Long Island Campus)
- Counseling and Guidance (Long Island Campus)
- Government Services (Long Island Campus)
- Leisure Studies (Long Island Campus)
- Mental Health Worker (Long Island Campus)
- Public Relations and Advertising (Long Island Campus)
- Religious Leadership Studies (Long Island Campus)
- The Communication Arts (Long Island Campus)
- Theatre (Long Island Campus)
- Youth Services (Long Island Campus)

Other Programs

- [Adolescence Education \(Grades 7-12\) \(Brooklyn Campus\)](#)
- [Adolescence Education \(Grades 7-12\) \(Long Island Campus\)](#)



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INTERDISCIPLINARY PROGRAMS AND COURSES



PROGRAMS

Minor

Please see programs and courses below:

- [American Studies Interdisciplinary Minor \(Long Island Campus\)](#)
- [Film/Media Interdisciplinary Minor \(Brooklyn Campus\)](#)
- [Film/Media Interdisciplinary Minor \(Long Island Campus\)](#)
- [Latino Studies Interdisciplinary Minor \(Brooklyn Campus\)](#)
- [Latino Studies Interdisciplinary Minor \(Long Island Campus\)](#)
- [Peace and Justice Studies Interdisciplinary Minor \(Brooklyn Campus\)](#)
- [Peace and Justice Studies Interdisciplinary Minor \(Long Island Campus\)](#)
- [Women's Studies Interdisciplinary Minor \(Long Island Campus\)](#)

Area of Concentration

- [American Studies, Area of Concentration for Child Study \(Long Island Campus\)](#)

COURSES

Brooklyn Campus

- [CLA 112 - Classical Literature](#)
- [CLA 122 - Ancient Greece and Rome](#)
- [CLA 154 - Sources Of Great Western Ideas](#)
- [ENG 112 - Classical Literature](#)
- [HIS 122 - Ancient Greece and Rome](#)
- [LIB 100 - Library Research Strategies](#)
- [PHI 154 - Sources Of Great Western Ideas](#)
- [SCI 125 - Topics in Forensic Science](#)

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- [SCI 130 - Nutrition and Health](#)
- [SCI 135 - Nutrition and Personal Health](#)
- [SCI 150 - Introduction to Physical Science](#)
- [SCI 165 - Energy and The Environment](#)
- [SJC 100 - The Freshman Seminar](#)

Long Island Campus

- [CLA 112 - Classical Literature](#)
- [CLA 122 - Ancient Greece and Rome](#)
- [CLA 154 - Sources Of Great Western Ideas](#)
- [ENG 112 - Classical Literature](#)
- [HIS 122 - Ancient Greece and Rome](#)
- [HUM 100 - Freshman Seminar](#)
- [HUM 400 - Adults in Transition](#)
- [GS 400 - Adults in Transition](#)
- [LA 201 - Honors Capstone](#)
- [LIB 100 - Library Research Strategies](#)
- [PHI 154 - Sources Of Great Western Ideas](#)
- [SCI 125 - Topics in Forensic Science](#)
- [SCI 130 - Nutrition and Health](#)
- [SCI 135 - Nutrition and Personal Health](#)
- [SCI 150 - Introduction to Physical Science](#)
- [SCI 165 - Energy and The Environment](#)
- [Liberal Arts Courses \(LA\)](#)

From time to time, faculty collaborate in teaching one course which explores a topics from an interdisciplinary perspective.



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CERTIFICATE PROGRAMS



CERTIFICATE PROGRAMS AT THE BROOKLYN CAMPUS

St. Joseph's College, Main Campus, offers the following certificate programs, which are registered with the New York State Education Department. The certificate programs allow students to combine courses in their major field and/or in electives in order to develop knowledge and skill in a particular area oriented to a career interest.

All credits for the certificate programs must be taken at St. Joseph's College; any exception would require departmental approval. A cumulative index of 2.0 is required for each certificate. Courses may not be taken on a PASS/NO CREDIT basis. Students who complete requirements for these programs will receive appropriate certificates and notations on their transcripts. Applications for certificate programs are obtained from the Registrar's Office.

- [Criminology/Criminal Justice Certificate \(Brooklyn Campus\)](#)
- [Gerontology Certificate \(Brooklyn Campus\)](#)
- [Information Technology Applications Certificate \(Brooklyn Campus\)](#)
- [Leadership and Supervision Certificate \(Brooklyn Campus\)](#)
- [Management Certificate \(Brooklyn Campus\)](#)
- [Marketing, Advertising, and Public Relations Certificate \(Brooklyn Campus\)](#)
- [Religious Studies Certificate \(Brooklyn Campus\)](#)

CERTIFICATE PROGRAMS AT THE LONG ISLAND CAMPUS

St. Joseph's College, Long Island Campus, offers the following certificate programs, which are registered with the New York State Education Department. The certificate programs allow students to combine courses in their major field and/or in electives in order to develop knowledge and

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skill in a particular area oriented to a career interest.

All credits for the certificate programs must be taken at St. Joseph's College; any exception would require departmental approval. A cumulative index of 2.0 is required for each certificate. Courses may not be taken on a PASS/NO CREDIT basis. Students who complete requirements for these programs will receive appropriate certificates and notations on their transcripts. Applications for certificate programs are obtained from the Registrar's Office.

- [Applied Sociology Certificate \(Long Island Campus\)](#)
- [Criminology/Criminal Justice Certificate \(Long Island Campus\)](#)
- [Gerontology Certificate \(Long Island Campus\)](#)
- [Human Resources Certificate \(Long Island Campus\)](#)
- [Information Technology Applications Certificate \(Long Island Campus\)](#)
- [Leadership and Supervision Certificate \(Long Island Campus\)](#)
- [Management Certificate \(Long Island Campus\)](#)
- [Marketing, Advertising, and Public Relations Certificate \(Long Island Campus\)](#)
- [Religious Studies Certificate \(Long Island Campus\)](#)

CERTIFICATE PROGRAMS OFFERED BY PROFESSIONAL STUDIES

- [Alcoholism and Addictions Counseling Certificate \(Professional Studies\)](#)
- [Care Management Certificate \(Professional Studies\)](#)
- [Counseling Certificate \(Professional Studies\)](#)
- [Criminology/Criminal Justice Certificate \(Professional Studies\)](#)
- [Health Care Management Certificate \(Professional Studies\)](#)
- [Home Care Administration Certificate \(Professional Studies\)](#)
- [Hospice Certificate \(Professional Studies\)](#)
- [Human Resources Certificate \(Professional Studies\)](#)
- [Information Technology Applications Certificate \(Professional Studies\)](#)
- [Management Certificate \(Professional Studies\)](#)
- [Training and Staff Development Certificate \(Professional Studies\)](#)

APPLICATION PROCEDURES

The certificates offered through Professional Studies have been designed to meet specific needs of adult professionals. An applicant wishing to pursue a degree or certificate program within Professional Studies must be an adult with a high school diploma or its equivalent and be deemed capable of completing the requirements for the degree or certificate. In addition to having met the general admission requirements of the School,

students typically have post secondary education and training and have acquired, through experience, the skills and knowledge appropriate to the degree or certificate. Exceptions to this are made with the approval of the Dean. Additional requirements for majors or certificate programs are indicated in the *Curricular Offerings* section of this catalogue. A brief writing exercise may be required of applicants.

CONDITIONAL ACCEPTANCE

This is a special category of admission for an applicant who has satisfied the requirements to pursue a certificate but needs academic skill development. A person in this category will be required to take [ENG 102 - Basic Writing Skills](#) or appropriate equivalent and [GS 401 - Problem Solving for Professionals](#) in addition to the courses required for the certificate. The English and Problem Solving courses must be satisfactorily completed before registering for the third certificate course. This English course is offered only at the Brooklyn and Long Island Campuses. Conditional students must have a 2.0 average before being permitted to take more than 12 hours of coursework at the College. Conditional students must meet with an advisor who will determine the course sequence of the certificate program. (See the *Admissions and Finances* section of this catalogue.)

PRACTICUM/INTERNSHIP POLICIES

For several of the certificate programs, a supervised practicum is required. Students wishing to participate in one of these practicums (as well as [HS 466 - Internship in Human Services](#) or [HA 466 - Internship in Health Administration](#) and [BUS 362 - Internship in Business](#), which are not part of a certificate program) are required to submit an application and faculty recommendation(s) to insure that such students are at a point of academic and personal readiness. These materials will be reviewed by the Practicum Coordinator and/or the Department Chairperson. Applications for practicums are available from an academic advisor or the Registrar. Applications must be filed July 15 for Fall, December 15 for Spring and April 15 for Summer.”

In order to be considered for a certificate practicum, students must, in addition, have completed all of the courses in the certificate program. Exceptions to this will require approval by the Practicum Coordinator and/or the Department Chairperson in consultation with the Dean. Students who, as a result of the application and recommendation process, are denied permission to participate in a practicum will not meet the requirements of the certificate program. The decision to deny participation will be made by the Practicum Coordinator and/or the Department Chairperson in consultation with the faculty member(s) who wrote the recommendation(s). When this is one and the same person, that person will consult with an additional faculty member appropriate to the certificate.

Students denied placement in a practicum may appeal this decision to the Dean. The Dean will endeavor to resolve the matter informally, and may consult with additional faculty members regarding the appropriateness of the decision. If the student is not satisfied with the decision rendered by the Dean, the student may submit a written request for a hearing. The hearing will be held within ten school days of receipt of the request. The decision rendered after the hearing will be final.

The College will make every effort to place qualified students to insure successful learning experiences. The College, however, will not be held responsible for problems which result from students who fail to cooperate in arranging satisfactory practicums or from students who do not perform up to the standards of the participating agency or of the College.

Students who are unable to work out satisfactory placements may have the situation reviewed by the Dean. Students who are asked to withdraw from the practicum may appeal the decision to the Dean. If that decision is not satisfactory, the student may request a hearing as noted above.

Depending upon the certificate and requirements of the agency/facility, students may be required to be covered by malpractice insurance or to sign a waiver, holding harmless both St. Joseph's College and the agency/ facility hosting the practicum. Students who do not satisfy this requirement will not be admitted to the practicum. The College reserves the right to require malpractice insurance (as opposed to the waiver) when the nature of the practicum so warrants.

CERTIFICATES WITHIN B.S. DEGREES

Students who are pursuing a certificate as part of their degree program are encouraged to plan ahead to insure that the certificate coursework is taken in advance of completion of the degree requirements. Inasmuch as not all courses are offered every semester, at times convenient to students' schedules, and/or courses may be cancelled due to low enrollment, the College cannot be held responsible for guaranteeing certificate courses to graduating seniors. It is the responsibility of students to plan their programs carefully and take required coursework when it is offered. Students are reminded that satisfying the requirements for the major and degree is of greater importance than completing a certificate program. In instances where graduating seniors need a course(s) for a certificate, they may return after graduation and complete the coursework at that time.

GRADES

Courses for certificates may not be taken on a Pass/No Credit basis. A cumulative index of a 2.0 with a grade of B or better in the practicum is required for certificates. Students who earn less than a grade of B will not typically be permitted to retake a practicum and will, therefore, not

satisfy the requirements for the certificate. Exceptions to this will require approval by the Practicum Coordinator and/or the Department Chairperson in consultation with the Dean. Students who earn below a B in [HS 470 - Practicum in Alcoholism & Addictions Counseling I](#) may not register for [HS 471 - Practicum in Alcoholism & Addictions Counseling II](#), or [HS 472 - Practicum in Alcoholism & Addictions Counseling III](#).

OFFICIAL RECORDS/FEES

Certificates will not be issued until all official records have been received by the College. There is a certificate fee of \$10 due for each certificate completed. (See the [Tuition and Fees](#) section of this catalogue.)



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

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CAREER READINESS TRACKS



The Career Readiness Tracks are designed to help students utilize their elective credit in a way most beneficial to prepare them to enter the world of employment. Students are invited but not required to pursue one or more career readiness tracks.

The Career Tracks combine offerings of the liberal arts with introductory professional courses enabling students to explore several areas more or less related to their chosen major fields. These tracks should motivate students to enter a career-oriented field at a paraprofessional level while pursuing further study, particularly where openings in their major fields may not be immediately available. In any event, these tracks are intended to provide enrichment and broadening experiences for those who have chosen to pursue a rich liberal arts curriculum and fairly intensive pre-professional academic programs.

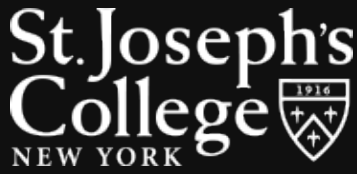
The Career Readiness Tracks are listed in the following pages with cross references to the appropriate academic departments. Specific professional courses may be described here, however, where they apply. All courses listed here may also be used for purely elective credit. Students who complete the requirements of one or more of these career readiness tracks will receive appropriate certificates and notations on their transcripts. Applications for careers tracks are obtained from the Registrar's Office.

PROGRAMS

- [Community Services \(Long Island Campus\)](#)
- [Counseling and Guidance \(Long Island Campus\)](#)
- [Government Services \(Long Island Campus\)](#)
- [Human Services \(Long Island Campus\)](#)
- [Leisure Studies \(Long Island Campus\)](#)
- [Mental Health Worker \(Long Island Campus\)](#)
- [Public Relations and Advertising \(Long Island Campus\)](#)
- [Religious Leadership Studies \(Long Island Campus\)](#)
- [The Communication Arts \(Long Island Campus\)](#)
- [Theatre \(Long Island Campus\)](#)

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COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Prefix: Code or Number: Type Keyword or Phrase:

All prefixes... 

All types... 

Find whole word or phrase only.

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Other Courses

- **EDU 115 - EDUCATIONAL PSYCHOLOGY**

An introduction to the psychological foundations of education, aimed at developing basic competence in the understanding of growth and development, the psychology of personality and adjustment, the assessment and handling of individual differences, and the psychology of learning. A minimum of 20 hours of fieldwork required. Usually taken in sophomore year.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **EDU 121 - TEACHING ADOLESCENTS WITH EXCEPTIONALITIES**

An introduction and overview of the human development of persons with the full range of disabilities and special health care needs.

Emphasis will be placed on the teaching of adolescents with exceptionalities, including the gifted, and the effect of those disabilities on learning and behavior at that age level. The importance of networking, collaboration, and assistive technologies will be highlighted. Concerns regarding cultural diversity and inclusion will be addressed. A minimum of 20 hours of fieldwork in a special education setting or an inclusion classroom is required.

Usually taken in sophomore year.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **EDU 180 - SELF EXPLORATION AND CAREER SEARCH I**

An interdisciplinary approach to expanding the knowledge of oneself in relation to the choice of a career. Sources of information include the evaluation of one's values, skills, aptitudes and abilities

and how they pertain to a future profession. Suggested for sophomores and juniors.

(Not to be taken by students who have or will be taking GS 111.)

75 minutes a week for 10 weeks 1 credit.

Offered when there is sufficient demand.

- **EDU 181 - CAREER SEARCH II**

An interdisciplinary approach to career possibilities and the skills needed to secure employment in today's market. Resume preparation, professional correspondence, the application process and interviewing skills are included. Suggested for juniors and seniors.

(Not to be taken by students who have or will be taking GS 111.)

75 minutes a week for 10 weeks 1 credit.

Offered when there is sufficient demand.

- **EDU 183 - SELF EXPLORATION AND CAREER SEARCH**

This ten week course consists of four components: Self Awareness, Career Awareness, Career Resources, and Career Search. Students will be guided through Internet sites which will enable them to know themselves and their interests, identify their personality type, access detailed descriptions of specific jobs and company information, and learn how to target a specific job. Questions like, "Do I have the right Major?" and "What can I do with my Major?" will be addressed as well. Finally, each student will complete a personal portfolio of research which will include a cover letter and a resume.

75 minutes a week for 10 weeks 1 credit.

Offered when there is sufficient demand

- **EDU 234 - SOCIOLOGICAL AND PHILOSOPHICAL FOUNDATIONS OF**

EDUCATION

An inquiry into the process of education as seen by the historian, the sociologist, and the philosopher. Examination of selected contemporary problems within an historical context, with emphasis on the needs of the urban school and a multicultural society. The effects of socioeconomic factors, violence/abuse, and health and safety issues on student learning. A minimum of 20 hours of fieldwork required. Usually taken in junior year.

2 hours a week 1 semester 2 credits

Fall, Spring

- **EDU 240 - ADOLESCENT LITERACY**

This course will provide an introduction to teaching literacy in its broadest sense, the ability to communicate effectively and efficiently. Emphasis will be placed on the teaching of reading and writing at the secondary level content areas, with the integration of instructional technology. Students will learn to develop strategies for working with students with diverse needs and learning styles, including English Language Learners.

Prerequisite: [EDU 115](#)

3 hours a week 1 semester 3 credits

Fall and Spring

- **EDU 250 - INTRODUCTION TO MIDDLE SCHOOL**

Participation in this course will extend the knowledge and expertise of prospective secondary level educators in middle-level school philosophy. The middle school child requires an educational program developmentally responsive to the needs and characteristics of young adolescents that is appropriate and tailored for their academic, physical, and psychosocial development. The historic evolution of middle level education, the NYS Essential Elements of Middle School, as well as the academic structure and organization of middle schools shall form the core of this course.

Prerequisite: [EDU 115](#)

3 hours a week 1 semester 3 credits.
Fall and Spring

- **EDU 251 - LITERACY ACQUISITION:
MIDDLE SCHOOL YEARS**

This course introduces students to different theories of literacy acquisition/development at the middle school level. The following topics are also introduced: the evolution of American reading instruction, language acquisition, linguistic universals, emergent literacy, creating classroom environments that facilitate literacy acquisition/development, formal vs. informal literacy assessment practices, specific reading/writing approaches in the content area, and assessment and instructional strategies that address different aspects of the reading process. Each of these topics will be viewed through the lens of the middle school adolescent perspective.

Prerequisite: [EDU 115](#)

3 hours a week 1 semester 3 credits.
Fall and Spring

- **EDU 256 - TEACHING ENGLISH TO
SPEAKERS OF OTHER LANGUAGES**

A study of the theory, methods, and materials used in the teaching of English to speakers of other languages. Topics include the cultural, psychological and linguistic considerations in teaching/learning a second language and the place of ESL. Departmental approval required.

2 hours a week 1 semester 2 credits
Offered when there is sufficient demand.

- **EDU 360 - METHODS OF SECONDARY
EDUCATION**

A combined college-field course, seeking to develop competence in

areas of common concern to secondary school teachers: curriculum, methods, materials of instruction, planning, assessment, content reading strategies, classroom management, study skills, and technology. Microteaching and classroom observation and practice. A minimum of 20 hours of fieldwork required.

Prerequisites: Departmental approval, [EDU 115](#), [PSY 220](#)

3 hours a week 1 semester 3 credits.

Fall, Spring

- **EDU 361 - METHODS OF TEACHING
ENGLISH IN SECONDARY SCHOOL**

A study of aims, curriculum, methods, and materials for the teaching of the language arts: composition, literacy, language, technology, literature, and reading. Observation and practice in teaching. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: [EDU 360](#)

2 hours a week 1 semester 2 credits.

Fall, Spring

- **EDU 363 - METHODS OF TEACHING
HISTORY AND SOCIAL STUDIES IN
SECONDARY SCHOOL**

A study of objectives, values, and problems of teaching history and social studies; curriculum and materials; classroom strategies and techniques including written, oral, and performance-based assessment; content reading and technology. Observation and practice in teaching. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: [EDU 360](#)

2 hours a week 1 semester 2 credits.

Fall, Spring

- **EDU 364 - METHODS OF TEACHING**

MATHEMATICS IN SECONDARY SCHOOL

A study of objectives and methods of teaching mathematics; recent curricular developments in pedagogy, content reading, and technology and their impact on methodology; assessment techniques. Observation and practice in teaching. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: [EDU 360](#)
2 hours a week 1 semester 2 credits.
Fall, Spring

- **EDU 365 - METHODS OF TEACHING
MODERN LANGUAGE IN SECONDARY
SCHOOL**

A study of varied approaches to language learning; integration of culture and language; curriculum, materials, and planning for teaching. Observation and practice in teaching. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: [EDU 360](#)
2 hours a week 1 semester 2 credits.
Fall

- **EDU 366 - METHODS OF TEACHING
SCIENCE IN SECONDARY SCHOOL**

A study of aims, methods, and materials for teaching the physical and biological sciences. Content reading, technology and application of assessments for both lab and written work. Observation, demonstrations, and practice in presenting lessons. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: [EDU 360](#)
2 hours a week 1 semester 2 credits.
Fall

- **EDU 473 - SUPERVISED TEACHING IN SECONDARY SCHOOLS**

Observation and supervised practice teaching, a minimum of five mornings a week, in a secondary school for a full semester. Students will have experience in grades 7-9 and 10-12. Concurrent group and individual conferences, reports, self-evaluation, content reading strategies, drug and alcohol education, as well as workshops in Child Abuse and SAVE. Student teaching can only be entered into after the satisfactory completion of all coursework and fieldwork.

Prerequisites: Two approved speech courses; approval of Faculty Recommendations.

1 semester 6 credits.

Fall, Spring

Accounting

- **ACC 110 - PRINCIPLES OF ACCOUNTING**

A study of accounting principles to enable the student to understand the preparation of financial statements. The course covers a study of the accounting cycle, the recording process, accounting systems and controls. The course also covers forms of business organizations and partnership accounting. ([ACC 200](#) may be substituted for this.)

3 hours a week 1 semester 3 credits.

Fall

- **ACC 200 - FUNDAMENTALS OF FINANCIAL ACCOUNTING**

([HA 200](#))

This course is an introduction to the field of accounting and to the development and use of financial accounting information in the business world. This course emphasizes accounting techniques and procedures, accounting theory, and interpretation and use of

accounting information. Topics include financial statements preparation, merchandising accounting, systems and controls, financial assets, plant assets, corporate accounting and financial statement analysis. Students enrolled in the online section must take the final exam on campus.

3 hours a week 1 semester 3 credits.

- **ACC 211 - FINANCIAL ACCOUNTING**

A continuation of the study of accounting principles used in the preparation of financial statements. The course also covers the Statement of Cash Flows and analysis of financial statements.

Prerequisite: [ACC 200](#)

3 hours a week 1 semester 3 credits.

Spring

- **ACC 212 - INTERMEDIATE ACCOUNTING I**

Part one of a two-part course which emphasizes an in-depth study of the underlying concepts of financial accounting, including the interpretation and application of pronouncements of various standard setting organizations. This course focuses on the conceptual framework of financial accounting and includes a study of the basic financial statements. The course also has the goal of giving students a deeper understanding of the proper accounting for various items on the balance sheet, primarily the various assets owned by an entity. Additionally, students will learn valuable concepts in the area of the time value of money.

Prerequisite: [ACC 211](#)

3 hours a week 1 semester 3 credits.

Fall

- **ACC 213 - INTERMEDIATE ACCOUNTING II**

Part two of a two-part course emphasizing an in-depth study of the

underlying concepts of financial accounting, including the interpretation and application of pronouncements of various standard setting organizations. This course focuses on the proper accounting treatment of an entity's liabilities and stockholders' equity. Additionally, students will gain an understanding and uses of the statement of cash flows as well as the study of other topics such as the proper accounting for pensions, leases, accounting changes, revenue recognition, income taxes, and other topics.

Prerequisite: [ACC 212](#)

3 hours a week 1 semester 3 credits.

Spring

- **ACC 215 - PRINCIPLES OF FEDERAL TAXATION**

A study of the Federal Revenue system, tax statutes, and the preparation of individual tax returns. The Internal Revenue Code and regulations along with court decisions are studied and particular attention is given as to how tax planning for individuals is affected.

Prerequisite: [ACC 212](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ACC 241 - MANAGERIAL ACCOUNTING**

This course provides students with an opportunity to study managerial accounting concepts. Students will learn how to compile and analyze accounting information to assist managers in their planning, directing, and controlling functions for service, manufacturing, and merchandising entities. Topics include: incremental analysis, profit planning and the preparation of budgets, variance analysis, understanding cost behavior, and cost-volume-profit analysis. Job order costing, process costing, and activity-based costing systems will also be studied.

Prerequisite: [ACC 200](#) or [ACC 211](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ACC 245 - GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING**

A study of specialized accounting topics such as the accounting and financial reporting requirements for government and not-for-profit organizations. An in-depth analysis of a government Comprehensive Annual Financial Report is undertaken.

Prerequisite: [ACC 213](#)

3 hours a week 1 semester 3 credits.

- **ACC 320 - ACCOUNTING INFORMATION SYSTEMS AND I.T. AUDITING**

A study of accounting information systems as well as audit and assurance services in the context of electronic data processing systems. The student will gain hands-on experience with accounting information systems by processing transactions for all accounting cycles using software commonly used by businesses. The student will also gain an understanding of audit objectives and procedures that are specific to audit and assurance services in a computerized environment. Use of computer assisted audit techniques will be emphasized, including exposure to the use of Generalized Audit Software.

Prerequisite: [COM 140](#), [ACC 213](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ACC 342 - ADVANCED ACCOUNTING I**

(ACC 242)

A study of advanced accounting problems in areas such as consolidations, corporate mergers and acquisitions and partnership operations and liquidations.

Prerequisite: [ACC 213](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ACC 362 - INTERNSHIP IN ACCOUNTING**

A course designed to give professional experience under college supervision through participating employers. The student is expected to work a minimum of 100 hours during the internship. In addition, the student is required to submit a log of activities and a research paper. A member of the faculty will supervise the internship and will consult with representatives of the business in assessing the student's performance.

Prerequisite: Student must be a junior or senior accounting major with a minimum overall and accounting GPA of 3.0. Transfer students are eligible after completing 6 accounting credits at the College.

1 semester 3 credits.

Fall and Spring

- **ACC 417 - PRINCIPLES OF AUDITING**

Formerly (ACC 317)

An introduction to generally accepted auditing standards adopted by the AICPA and releases by the Securities and Exchange Commission in conjunction with an expression of an opinion by independent public accountants. Attention to the ethics of the profession of public accounting, the study of internal control, audit procedures and objectives.

Prerequisite: [ACC 213](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ANT 151 - CULTURAL ANTHROPOLOGY**

The basic principles, fundamental ideas and insights of cultural anthropology will be examined through comparative ethnographic accounts. The view of humans as both the products and creators of their culture will be explored through an analysis of cultural variation and culture change.

3 credits.

Fall

- **ANT 152 - PHYSICAL ANTHROPOLOGY**

An exploration of the physical, behavioral, and cultural heritage of man from an evolutionary point of view. Broad topics will include an assessment of the relevance of primate behavior in understanding human behavior; theories on the origin of the human line; the evidence for human evolution in terms of stone tools and fossils.

3 credits.

Spring

- **ANT 261 - NATIVE AMERICANS**

A survey of American prehistory using both archaeological and ethnographic data, covering the past 30,000 years to the European invasion 500 years ago. The history, environment, culture, and social institutions characteristic of native Americans will be examined with the focus on adaptation and cultural development of pre-contact cultures.

3 credits.

Spring

Arabic

- **ARA 151 - ELEMENTARY ARABIC I**

A communicative approach to the fundamentals of the Arabic language with emphasis on the alphabet, listening comprehension, speaking, and cultural awareness. This course, along with [ARA 152](#), is designed to enable students to communicate in Arabic in everyday situations. For students who have no (or little) previous knowledge of Arabic.

3 hours a week 1 semester 3 credits.

Fall or Spring

- **ARA 152 - ELEMENTARY ARABIC II**

A continuation of [ARA 151](#) with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of Arabic-speaking cultures. Open to students who have completed [ARA 151](#) or its equivalent.

3 hours a week 1 semester 3 credits.

Fall or Spring

Art: Theory/History

- **ART 103 - ART AND ARCHITECTURE IN WESTERN EUROPE**

This course meets for 12 hours on-campus and includes a 10-12 day study abroad component. Students will study the architecture, sculpture and painting of Europe. Topics and destinations vary annually. Guided tours and lectures on site by St. Joseph's faculty along with native guides will involve students a complete aesthetic and and cultural experience.

Offered Spring semester. For information, contact: Dawn Lee, Chair, Art Dept. Long Island Campus or Jane Beckwith, Associate Chair, Art Dept. Brooklyn Campus

12 hours on campus, tour 10-12 days. 1 semester. 3 credits.

Spring

- **ART 104 - ART AND ARCHITECTURE OF FRANCE**

Students study the painting, sculpture, and architecture of a particular country. The course includes lectures, research and writing projects, as well as group discussions. Two museum visits are required. A trip may be offered as an optional part of the course.

3 hours a week 1 semester 3 credits.

- **ART 105 - THE VISUAL ARTS IN A GLOBAL WORLD**

A field trip experience in which students will study the visual arts of non-European countries. Guided tours and lectures by St. Joseph's College Faculty along with local guides will offer students a comprehensive aesthetic appreciation of the culture they are studying. Lectures on campus will precede the trip. Students will be required to keep a daily log. Research paper due one month after return.

12 hours on campus, tour 10 days 2 credits. May be taken for 3 credits with completion of a research project.
Offered when there is sufficient student demand.

- **ART 185 - ART AS COMMUNICATION**

An introduction to the fine and functional arts. Analysis of how the painter, sculptor and architect use art elements and materials as a means of expression and communication. Discussion of the relationship of art to human needs and the role of art in daily life: the community, school, home and religion. Studio projects and illustrated lectures.

3 hours a week 1 semester 3 credits.

Fall and Spring

Fee \$70

- **ART 200 - ART HISTORY/PREHISTORIC
THRU MEDIEVAL**

An in-depth study of painting, sculpture and architecture from prehistoric times to the late 13th century, exploring the relationship of the visual arts to the religious, social and cultural milieu of each historical period.

There is no prerequisite for this course.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ART 201 - ART HISTORY - RENAISSANCE
THROUGH IMPRESSIONISM**

An in-depth study of painting, sculpture and architecture from the Renaissance to the 20th century, exploring the relationship of the visual arts to the religious, social and cultural milieu of each historical period.

There is no prerequisite for this course.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ART 202 - HISTORY OF MODERN ART**

An in-depth study of modern painting, sculpture and architecture from the late nineteenth century to the present. Students will examine principles of contemporary art and the historical development of the diverse styles of this era. Illustrated lectures, discussions, visits to museums and galleries.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ART 205 - ART IN THE NON-WESTERN WORLD**

An in-depth exploration of the enormous variety of artistic developments in selected cultures outside of Europe. The beginnings of artistic expression in India and expansion of Buddhist art forms to China, Japan and Southeast Asia will be examined. The development of art forms in China will be a major focus in the course. Attention will also be paid to art forms in the Islamic world, in pre-Columbian Meso-America and in Sub-Saharan Africa. Students will also explore aspects of non-western art from cultures that directly influenced 19th and 20th century western artists.

There is no prerequisite for this course.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ART 215 - ART IN AMERICAN LIFE**

An intensive study of the architecture, painting and sculpture in America from the 17th century to the present. Special emphasis will be given to the art resources in New York and Long Island. Illustrated lectures, discussions, visits to museums and galleries.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ART 220 - WOMEN IN THE HISTORY OF ART**

This art history course examines the contribution to the visual arts from antiquity to the present. By considering the artist in the context of her time, this course will clarify ways that culture, through its social institutions (educational, religious, economic and political) constructs gender roles and “woman’s place”. In this course, Western art history provides a backdrop for the achievements of women artists and our understanding of how, why and when women were omitted from the history of art.

3 hours a week 1 semester 3 credits.
Fall and Spring

- **ART 225 - HISTORY OF PHOTOGRAPHY**

Students will be provided with an overview of photographic history from its beginning to the present day. They will be introduced to specific terminology of the technical and aesthetic aspects of the medium, as well as significant styles, trends and photographers from the 1830's to the 1990's. The course will examine the social and cultural influences on photography, and photography's role in everyday life.

3 hours a week 1 semester 3 credits.
Fall and Spring

- **ART 227 - ISSUES IN VISUAL CULTURE**

Visual culture is central to how we communicate. Our lives are dominated by images and by visual technologies that allow for the local and global circulation of ideas, information and politics. In our increasingly visual world, how can we best decipher and understand the many ways that our everyday lives are organized around looking practices and the images we encounter each day? This course will be an exploration of issues and applications of everyday aesthetics that contain powerful technological, social, cultural and economic factors.

3 hours a week 1 semester 3 credits.
Fall and Spring

Art: Studio

A \$65–\$115 materials fee will be charged in all studio courses.

- **ART 153 - INTRODUCTION TO SCULPTURE**

3-D Design

This course will emphasize the planning and construction of projects applying the basic elements and principles of three-dimensional design. Students will work with a variety of materials such as clay, plaster, and wood to create sculptural forms that are considered from multiple views. Vocabulary of design terminology will be developed both in word and practice. Classes will include lectures, in-class projects and group critiques.

3 hours a week with additional studio time 1 semester 3 credits.
Fall and Spring

- **ART 160 - PRINTMAKING I**

This course will introduce the student to a variety of non-toxic printmaking techniques, ie., solar etching, woodcut, linocut, dry point and monotype. Acids and harsh chemicals will not be used. The student will be encouraged to develop drawing, painting and design abilities as well as an expressive sensibility.

3 hours a week with additional studio time 1 semester 3 credits. This course may be taken for 2 credits with permission.
Fall

- **ART 163 - CRAFTS AS AN ART FORM I**

An introduction to craft techniques that encourage creative expression as well as an understanding of the cultural history behind the forms. A variety of media may be used including clay, mosaic, enamel, textile, glass, and/or wood.

3 hours a week with additional studio time 1 semester 3 credits. This course may be taken for 2 credits with permission.
Fall and Spring

- **ART 165 - GRAPHIC DESIGN I (LONG ISLAND CAMPUS)**

(FORMERLY ART 265 Introduction To Graphic Design)

Challenging projects will evolve from a basic understanding of graphic software including Adobe Photoshop, PageMaker, Illustrator or Quark XPress and the principles of graphic design.

3 hours a week with additional studio time 1 semester 3 credits.
Fall and Spring

- **ART 179 - BLACK AND WHITE
PHOTOGRAPHY I (LONG ISLAND CAMPUS)**

(FORMERLY ART 280 Photography As An Art)

Students will learn to approach photography as a means of creative expression. Course covers the aesthetic and technical aspects of black and white film photography, including 35 millimeter camera technique, film processing and development of photographs in the darkroom. Weekly assignments, class critique of student work and slide lectures on photography are given.

3 hours a week with additional studio time 1 semester 3 credits.
Fall and Spring

- **ART 183 - DRAWING I**

In this beginning course, the student will focus on observational drawing, and be introduced to foundation materials and techniques. There will be regular group discussions and analytical critiques.

3 hours a week with additional studio time. 1 semester. 3 credits.

- **ART 184 - PAINTING I**

In this beginning course, students are introduced to varied materials and techniques in painting. Representational and abstract imagery are explored with emphasis on composition and color.

3 hours a week with additional studio time. 1 semester 3 credits.

- **ART 186 - CERAMICS I**

In this class, students will learn basic hand building and throwing techniques along with exploration of glaze surfaces.

3 hours a week with additional studio time. 1 semester 3 credits.

- **ART 190 - CERAMIC SCULPTURE**

A course designed to develop skills and creative expression in clay, using sculpture as a focus. Projects will be planned to explore students' interests and challenge their capabilities.

3 hours a week with additional studio time 1 semester 3 credits. This course may be taken for 2 credits with permission.

Spring

- **ART 195 - CALLIGRAPHY I (LONG ISLAND CAMPUS)**

The development of those skills required to learn the Chancery Cursive Alphabet, based upon and adapted from the writing masters of the 15th century. Emphasis will be placed on the personal inventive usage of the style by the student calligrapher.

3 hours a week with additional studio time 1 semester 3 credits. This course may be taken for 2 credits with permission.

Fall and Spring

- **ART 260 - PRINTMAKING II**

Students will control basic printmaking methods learned in [ART](#)

[160](#) to achieve consistent technical quality. They will be introduced to one or more techniques and will focus on developing expressive imagery.

Prerequisite: [ART 160](#) or departmental approval

3 hours a week with additional studio time 1 semester 3 credits.

Fall

- **ART 263 - CRAFTS AS AN ART FORM II**

In this advanced studio course, the student will develop some of the techniques learned in Crafts I, as well as, learn new techniques to create projects that transcend the utilitarian nature of traditional crafts.

Prerequisite: [ART 163](#).

3 hours a week with additional studio time. 1 semester. 3 credits.

- **ART 267 - COMPUTER ASSISTED GRAPHIC DESIGN WORKSHOP**

[MKT 267](#)

In this course, students will develop individual projects to suit career needs. They will use the computer and laser printer in the production of campaigns relating to public relations, marketing, advertising and/or publication.

3 hours a week with additional studio time 1 semester 3 credits.

Fall and Spring

- **ART 269 - DIGITAL PHOTOGRAPHY**

This course will emphasize the integration of traditional photographic skills with digital image processing. Students will become familiar with the creative possibilities of the photographic and computer-based aspects of digital photography. Classes will include lectures, in-class projects, assignments and critiques. Basic

photographic skills and digital file fundamentals will be emphasized.

A digital camera capable of aperture and shutter adjustment is appropriate for this course. There are many to choose from. For advice on cameras, please feel free to contact the instructor.

3 hours a week with additional studio time. 1 semester. 3 credits.

- **ART 277 - WEB DESIGN**

In this course, students will explore the application of interactive design elements, composition, and narrative for the purpose of creating websites. Students will develop thematic concepts and produce web pages using web popular software including Adobe Creative Suite and Dreamweaver, to communicate through the new media in areas such as journalism, marketing and advertising.

One of the following: [ART 165](#) [ART 267](#) or [ART 269](#)

3 hours a week 1 semester 3 credits

- **ART 279 - PHOTOGRAPHY II (LONG ISLAND CAMPUS)**

(FORMERLY ART 280 Photography as an Art II)

A continuation of the principles of 35mm photography with advanced black and white developing and printing techniques, including toning, bleaching, pushing and pulling film, use of camera filters and different lenses. Opportunity for experimentation with form and content. Students pursue individual assignments, developing a personal vocabulary of vision. Class critiques, gallery/museum visit and slide lectures.

Prerequisite: [ART 179](#) or departmental approval

3 hours a week with additional darkroom time 1 semester 3 credits.

Fall and Spring

- **ART 283 - DRAWING II**

This is an advanced drawing course in which the student continues developing the concepts and skills learned in Drawing I, but works toward a greater awareness of creating a personal statement. New materials and techniques will be introduced.

Prerequisite: [ART 183](#).

3 hours a week with additional studio time. 1 semester. 3 credits.

- **ART 284 - PAINTING II**

This is an advanced painting course in which the student continues developing the concepts and skills learned in Painting I, but works toward a greater awareness of creating a personal statement. new materials and techniques will be introduced.

Prerequisite: [ART 184](#).

3 hours a week with additional studio time. 1 semester. 3 credits.

- **ART 286 - CERAMICS II**

In this advanced class student will expand upon hand building techniques, develop skills on the potter's wheel, continue investigating surface treatments, and study ceramic history. Advanced techniques will be approached along with display strategies.

Prerequisite: [ART 186](#).

3 hours a week with additional studio time. 1 semester. 3 credits.

- **ART 295 - CALLIGRAPHY II (LONG ISLAND CAMPUS)**

This course will build on calligraphic skills begun at the introductory level. The student will develop a personal style and will experience lettering on various surfaces, with assorted media and be

introduced to new letter forms in order to produce integrated calligraphic statements.

Prerequisite: [ART 195](#) or departmental approval

3 hours a week with additional studio time 1 semester 3 credits.

Fall and Spring

- **ART 298 - INDEPENDENT STUDY IN VARIOUS MEDIA**

A course developed to meet the needs and interests of students for creative individualized study and experimentation. Departmental approval is required. This course is available to students who have completed the first and second level of study in any studio course.

3 hours a week with additional studio time 1 semester 3 credits.

Biology

- **BIO 108 - INTRODUCTION TO ECOLOGY**

An introduction to the dynamics of how organisms and their environment interact. Special attention is given to finding solutions to local and national environmental problems. Field work involves the investigation of lake, bay, and ocean pollution; beach erosion; sand dune stabilization; soil analysis; the dynamics of Long Island's Pine Barrens; air pollution. Students must register with the same instructor for lecture and laboratory.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall

Lab fee-\$30

- **BIO 109 - CURRENT TRENDS IN BIOLOGY**

A consideration of biological topics of current interest to society including genetic engineering, gene banks, the human genome

project, in vitro fertilization, Mad Cow disease, and cloning.

Note: A student may not take BIO 109 and [BIO 110](#).

3 hours lecture a week 1 semester 3 credits.

Spring, Summer, Intersession

- **BIO 110 - CURRENT TOPICS IN BIOLOGY**

A consideration of biological topics of current interest to society including genetic engineering, gene banks, the human genome project, reproductive technologies, cloning, and antibiotic resistance. The laboratory component will introduce the student to modern techniques employed by biologists in the investigation of the aforementioned topics.

Note: A student may not take [BIO 109](#) and BIO 110.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall, Spring

Lab fee-\$30

- **BIO 112 - BIOLOGICAL CONTROL SYSTEMS**

A study of the nervous and endocrine systems and their relationship to normal and abnormal behavior.

3 hours lecture a week 1 semester 3 credits.

Fall, Spring, Summer

- **BIO 115 - INTRODUCTION TO HUMAN INHERITANCE**

An introduction to the study of heredity and its relationship to human welfare. Students must register with the same instructor for lecture and laboratory.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall, Spring

Lab fee-\$30

- **BIO 116 - EVOLVING LIFE**

An introduction to the field of evolution specifically designed for the non-science major. Topics included are: how organisms evolve (macro and microevolution), the history of life on earth, the formation of new species, and the origin of biodiversity.

3 hours lecture a week 1 semester 3 credits.

Fall

- **BIO 118 - INTRODUCTION TO ENVIRONMENTAL BIOLOGY**

An introduction to the study of the environment and its sustainability, with a focus on natural processes. Topics include: impacts of human population increase; biogeochemical cycles; ecosystems and global climate; water supply and pollution; air pollution and stratospheric ozone depletion; deforestation and global warming. Students explore various worldviews as they relate to the role of humanity and its relationship to the natural world. Fieldwork involves the investigation of biological issues affecting the environment such as: lake death; bay pollution; ocean pollution; coastal erosion, deforestation and air pollution. Students must register with the same instructor for lecture and laboratory.

Prerequisite: Departmental permission.

Note: A student may not take [BIO 108](#) and BIO 118

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall

Lab fee-\$30

- **BIO 120 - HEALING POWERS OF PLANTS**

Certain plants have long been known to cure human diseases and to act as stimulants, depressants, or hallucinogens. Students in this course will study local medicinal plants and will screen them for biologically active ingredients. Special attention will be paid to the

roles of these ingredients in psychoactivity and in ameliorating disorders in a number of the body's systems. Students must register with the same instructor for lecture and laboratory.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Spring, Summer

Lab fee-\$30

- **BIO 130 - INTRODUCTION TO IMMUNOLOGY**

The objective of this course is to introduce students to the immune system and to discuss the role of the defense mechanism in a human body. It covers the structure and function of the immune system, and details how the immune system can be up-regulated for vaccination against infectious agents, and down-regulated to treat autoimmune diseases. AIDS, immunotherapy, tumor and transplantation immunology will also be discussed.

Note: A student may not take BIO 130 and [BIO 131](#)

3 hours lecture a week 1 semester 3 credits.

Spring

- **BIO 131 - IMMUNOLOGICAL EXPLORATION**

This course is designed to introduce students to the immune system. It will utilize both the classroom and laboratory to cover the structure and function of the immune system, and detail how the immune system can be up-regulated for vaccination against infectious agents, and down-regulated to treat autoimmune diseases. Some additional topics will include: AIDS, immunotherapy, tumor and transplantation immunology. Students must register with the same instructor for lecture and laboratory.

Note: A student may not take [BIO 130](#) and BIO 131

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits

Spring

Lab fee-\$30

- **BIO 140 - THE MICROBIAL WORLD**

An introduction to the biology of bacteria, algae and protozoa. Topics to be considered include the evolution of prokaryotic and eukaryotic cells, the interaction between humans and microbes, the role of microorganisms in the environment, and current research and technology involving microbes. Students must register with the same instructor for lecture and laboratory.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Summer

Lab fee-\$30

- **BIO 145 - MARINE BIOLOGY**

This course will explore the marine organisms: who they are, what they do, how they interact with one another and with the sea around them, and how their lives connect with ours. Attention will also be given to the oceans that sustain them. Extensive field work is involved. Students must register with the same instructor for lecture and laboratory.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Upon Request

Lab fee-\$30

- **BIO 150 - GENERAL BIOLOGY I**

An intensive study of the chemical and cellular basis of life, energy transformations in the cell, and the biology of organisms.

Prerequisite: Departmental permission.

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall & Spring

Lab fee-\$60

- **BIO 151 - GENERAL BIOLOGY II**

A continuation of [BIO 150](#). Topics include cellular reproduction, patterns of inheritance, mechanisms of gene action, development, the biology of populations, and the diversity of organisms.

Prerequisite: Minimum grade of C in [BIO 150](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Spring & Summer

Lab fee-\$60

- **BIO 160 - ANATOMY AND PHYSIOLOGY I**

A study of the structure and function of the human body. Topics include the chemical and physical basis of life, cellular and tissue anatomy and function, homeostatic mechanisms, the integumentary system, musculoskeletal system, nervous system, and special senses.

Prerequisite: Departmental permission

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall, Summer

Lab fee-\$125

- **BIO 161 - ANATOMY AND PHYSIOLOGY II**

A continuation of Anatomy and Physiology I. Topics include the endocrine system, cardiovascular system, defense mechanisms of the body, respiratory system, digestive system, metabolism, nutrition, temperature regulation, excretory system, fluid and electrolyte balance, acid-base balance, reproductive system and development.

Prerequisite: Minimum grade of C in [BIO 160](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Spring, Summer

Lab fee-\$125

- **BIO 165 - ANATOMY**

This course is an exploration of the intricate structure of the human body. The student studies the various tissues, organs and systems which function together to maintain life. The laboratory includes dissection of a representative mammal - the cat.

BIO 151

Hybrid course (online lecture/independent study laboratory) 1 semester 4 credits

Spring

- **BIO 200 - GENERAL ECOLOGY**

An introduction to ecological principles and their application to the solution of environmental problems. Topics include population dynamics, species interaction, biogeochemical cycles, ecosystem types, succession, Long Island ecology. Six 3-hour field trips and one all day (Saturday) field trip are required.

Prerequisites: [BIO 151](#), [CHE 151](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall

Lab fee-\$60

- **BIO 225 - FORENSIC BIOSCIENCE**

The course covers the function of the forensic bioscience laboratory and its relation to successful criminal investigation. Topics include crime scene processing, investigative techniques, current forensic technology and related topics. Upon completion, students will be able to identify and collect relevant evidence at simulated crime scenes, and request appropriate laboratory analysis of submitted evidence.

Prerequisite: Criminal Justice Majors Only.

3 hours lecture, 3 hours laboratory a week. 1 semester. 4 credits.

Fall and Spring

Lab fee-\$60

- **BIO 240 - GLOBALIZATION: A CASE STUDY OF FOOD**

An interdisciplinary course that will examine the concepts, development, and implications of globalization through a semester long study of food. Students will explore the movement of food in international trade, its diffusion and relationship to history and culture, and the science of food development including genetically engineered/modified foods.

Note: This is an interdisciplinary course that can be taken as Biology, Business or History.
3 hours lecture 1 semester 3 credits.

- **BIO 260 - EVOLUTIONARY BIOLOGY**

An introduction to the principles and significance of Darwinian evolution. Topics include the history of life, microevolution, the concept of natural selection, macroevolution and speciation, and the integration of micro- and macroevolution. Students must register with the same instructor for lecture and laboratory.

Prerequisite: [BIO 151](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall

Lab fee-\$60

- **BIO 279 - LOCAL FIELD ECOLOGY**

Local Field Ecology deals with the study of organisms and their ecological systems in their natural habitat, with special emphasis upon classification, identification, natural history, and ecology of Long Island ecosystems and their components (species, populations, communities). This course is designed to provide valuable field experience in the observation, interpretation, and identification of a wide variety of plant and animal taxa and their associated ecosystems. To facilitate this experience, initial training will be conducted in the classroom followed by extensive time at a wide variety of locations in the field, including: salt marshes, inland wetlands, lakes, streams, estuaries, ocean, and forest systems. Students must register with the same instructor for lecture and

laboratory.

Prerequisites: [BIO 108](#), [BIO 118](#) or [BIO 200](#). BIO 279 is recommended for biology majors and environmental studies minors.

Note: A student may not take BIO 279 and [BIO 280](#).

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Offered when there is sufficient student demand.

Lab fee-\$60

• BIO 280 - FIELD COURSE IN ECOLOGY

The application of basic ecological principles to a particular ecosystem. The course provides actual field experience in examination of the biotic and abiotic components of an ecosystem through residence at an established field station. This experience comprises the laboratory component of the course. Students must register with the same instructor for lecture and laboratory.

Prerequisite: [BIO 200](#) or [BIO 108](#) with instructor's permission
2 hours lecture a week, 7-10 days residence at the field station 1 semester 4 credits.

Offered when there is sufficient student demand.

• BIO 290 - MODERN GENETICS

A study of the laws of heredity and variation including a consideration of their application to modern genetics problems: molecular genetics, physiological and biochemical genetics, mutagenesis and evolution.

Prerequisites: [BIO 151](#), [CHE 151](#).

[CHE 251](#) Must be taken Concurrently.

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Spring

Lab fee-\$60

• BIO 301 - PLANT BIOLOGY

The emphasis will be given to the vascular plants, although other groups will be treated in their evolutionary context. Topics include: plant taxonomy, anatomy, morphology, physiology, and reproduction. Some additional topics include: xylogenesis, phytochemicals, forensic botany, and photoperiodism.

Prerequisites: [BIO 151](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

On Demand

• BIO 331 - PATHOPHYSIOLOGY

A study of the disruption of homeostasis at the cellular, tissue and organ level in the human organism and its relationship to causative factors of disease.

Prerequisites: College level Anatomy and Physiology course

3 hours lecture a week 1 semester 3 credits.

Fall, Spring

• BIO 335 - PHYSIOLOGY

An in-depth study of vertebrate functions, the underlying physical and chemical principles upon which they rely, and the integration of the various processes in the maintenance of homeostasis.

Prerequisites: [BIO 151](#) and Departmental approval.

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall

Lab fee-\$60

• BIO 340 - MICROBIOLOGY

An introduction to the fundamental principles governing the biology of bacteria, viruses, rickettsiae, yeasts, and molds. Special consideration given to a study of immunity, pathogenic varieties, antibiotics, and chemotherapy.

Prerequisites: [BIO 151](#) and Departmental approval.
2 hours lecture, 4 hours laboratory a week 1 semester 4 credits.
Spring
Lab fee-\$60

- **BIO 350 - IMMUNOLOGY**

This course will offer a balanced approach to deliver a broad introduction to the field of immunology. It will include basic cellular and humoral immunology, development and evolution of the immune system, immunogenetics, and immunopathology.

Prerequisites: [BIO 151](#), [BIO 290](#)
3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.
On Demand
Lab fee-\$60

- **BIO 380 - RESEARCH SEMINAR**

An awareness of the problems and methods of research is fostered through a program of guided reading of scientific literature in preparation for research into a specific biological problem in the senior year. Progress reports are given and analyzed by the students. Open to majors who have completed 18 credits of Biology

1-1/2 hours seminar a week plus additional library time 1 semester 2 credits.
Spring

- **BIO 400 - INTERNSHIP**

Practical experience in a laboratory or other setting approved by the Department. Enables students to acquire skills appropriate to their career plans.

Prerequisites: Junior or Senior Biology major, 3.0 cum in major courses, acceptance at the cooperative institution, and Departmental approval

A minimum of 130 hours is required 3 credits.

- **BIO 420 - BIORHYTHMS**

A study of rhythmic phenomena in organisms with reference to clock hypotheses and the influence of environmental parameters such as light-dark cycles, temperature, and pervasive geophysical factors.

Prerequisites: [BIO 151](#), [BIO 335](#) and Departmental approval.
3 hours lecture a week 1 semester 3 credits.

- **BIO 440 - ANALYSIS OF DEVELOPMENTAL BIOLOGY**

A theoretical and experimental analysis of the fundamental problems of animal and plant development using the tools of genetics and molecular analysis to bear on the basic questions of development. The course is topical covering major questions of embryology, control of gene expression, evolution, and the ramifications of developmental biology in plants and animals.

Prerequisite: [BIO 290](#)
3 hours lecture, 3 hours laboratory a week. 1 semester. 4 credits.
Fall 2014.
Lab fee-\$60



COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

Course Filter

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Biology

- **BIO 450 - ENDOCRINOLOGY**

This course will study the endocrine system as it relates to and determines physiologic behavior. The course content will include general anatomy of the system and use of the system to regulate cells involved in physiologic behaviors.

Prerequisite: [BIO 335](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Spring

Lab fee-\$60

- **BIO 460 - CELL BIOLOGY**

A study of the properties and functions of living cells, the fundamental principles that guide cellular organization and function, and some of the critical scientific evidence leading to our current understanding of these central concepts.

Prerequisite: [BIO 335](#) and Departmental approval.

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall, Spring

Lab fee-\$60

- **BIO 461 - MOLECULAR BIOLOGY**

A study of macromolecules, basic molecular processes and genetic phenomena in prokaryotes, eukaryotes, phage and viruses, with emphasis on both molecules and their biology. Topics include classical molecular biology (DNA, RNA and protein biosynthesis), recombinant DNA and genetic engineering, interactions of macromolecules and regulation of biologic systems.

Prerequisites: [BIO 151](#) and [BIO 290](#), [CHE 251](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall

Lab fee-\$60

- **BIO 462 - NEUROSCIENCE**

An in-depth study of the nervous system. Neural anatomy, biochemistry, pharmacology, behavior and the alterations of these in various disease states will be studied.

Prerequisite: [BIO 335](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Spring

Lab fee-\$60

- **BIO 470 - COASTAL MARINE HABITATS**

The structure and function of coastal marine habitats including rocky intertidal areas, sandy beaches, tidal and mud flats, estuaries, salt marshes, soft bottom areas and plankton will be examined. The course will review the physical regime, flora and fauna of these environments.

Prerequisites: [BIO 200](#) or [BIO 280](#) or [BIO 301](#) (with Instructor's permission)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Spring

Lab fee-\$60

- **BIO 475 - MOLECULAR IMMUNOLOGY**

This course covers cellular and humoral immunology, development and evolution of the immune system, immunogenetics, tumor immunology, transplant immunology and several aspects of immunopathology.

[BIO 290](#)

3 hours lecture, 3 hours laboratory per week 1 semester 4 credits

Fall

- **BIO 480 - RESEARCH**

Independent laboratory research required of majors in the senior year.

Prerequisite: [BIO 380](#)

2 credits for the year.

Lab fee-\$60 This course may be taken for 3 credits with additional benchwork.

Business

- **BUS 100 - PROCESS OF MANAGEMENT**

An introduction to the business decision-making process through the study of the theory and practice of management. The manager's tasks—planning, organizing, directing and controlling—are reviewed through reading and case studies. The student is introduced to the concept of strategic planning, and in line with today's emphasis on productivity, particular attention is paid to human resources and motivation.

3 hours a week 1 semester 3 credits.

- **BUS 120 - MACROECONOMICS**

([ECO 120](#))

National economic policy; inflation and unemployment in the business cycle; output and income determination; government expenditures and receipts; fiscal policy and monetary policy; Federal Reserve System and the banking system; variations in stabilization policy; the impact of capital-labor relations.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **BUS 127 - COMPARATIVE ECONOMIC SYSTEMS**

(ECO 127)

Study of the philosophic and ideological basis of economic systems, how they solve various economic problems, and the current state of these systems. Attention will be focused on the variations in modern economic systems: capitalist, state capitalist, market socialist, socialist, and traditional. Individual countries will be used as case studies for analysis of these various economic systems.

3 hours a week 1 semester 3 credits.
Spring

- **BUS 130 - ORGANIZATIONAL BEHAVIOR**

(PSY 281)

An introduction to the study of management theory concerning human behavior in formal organizations. The student is given the opportunity to test theories through analysis and discussion of a series of case studies.

Prerequisite : BUS 100
3 hours a week 1 semester 3 credits.
Fall and Spring

- **BUS 150 - BUSINESS LAW I**

Introduction to the legal environment of business. General survey of the legal system, courts and procedures. Study of the law of contracts. The course uses the case and text method.

3 hours a week 1 semester 3 credits.

- **BUS 151 - BUSINESS LAW II**

A continuation of Business Law I. Agency, Partnerships, Constitutional Law, Torts, Business Crimes and regulation of business. Personal property, bailments, sales, commercial paper, creditors' rights, real property, secured transactions.

Prerequisite: [BUS 150](#)

3 hours a week 1 semester 3 credits.

- **BUS 155 - INTRODUCTION TO SPORTS LAW**

Fundamental legal concepts and principles applicable to the business of sports in the United States. Topics include risk management, agency law, employment law, gender equality, constitutional law, intellectual property law, antitrust law, sports contracts, negotiation and arbitration.

3 hours a week 1 semester 3 credits

Spring

- **BUS 161 - INTERNATIONAL ECONOMIC PROBLEMS**

[ECO 161](#)

Survey of current problems covering international trade, international finance, the relations between technologically advanced and less-developed nations, and various international institutions and markets for the promotion of sustainable economic growth. Focus on current issues in international economic policy.

Prerequisite: [BUS 120/ECO 120](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Fall

- **BUS 175 - SPORTS MANAGEMENT**

An introduction to the managerial and administrative components of the sports industry. Students will acquire a basic understanding of the skills required to plan, organize, supervise and evaluate a sporting event. Class discussions and case studies will include budgeting, marketing, strategic planning, legal considerations, ethics and techniques of personnel, facilities and event management. Included also are industry trends and career opportunities.

3 hours a week 1 semester 3 credits

Fall

- **BUS 200 - MARKETING**

([MKT 200](#))

A study of the importance of marketing to society and to the economy, and its pivotal role in the business and non-profit sectors. The course provides a firm foundation in marketing principles and in the strategic marketing planning process.

3 hours a week 1 semester 3 credits.

- **BUS 204 - MARKETING PROMOTION AND ADVERTISING**

([MKT 204](#))

An intensive review and study of the promotion and sale of products or services. Both conceptual and applied approaches to such areas as advertising and public relations are used. The student will be required to develop a report on a promotion plan for a product or service. (Suggested antecedent course: [BUS 200](#))

3 hours a week 1 semester 3 credits.

- **BUS 208 - PUBLIC RELATIONS**

(MKT 208)

The study of Public Relations and its role as a communications and marketing tool. Corporate image, external and internal communications, and firms' relationships with various organizations are explored. Case study analysis and practice in writing press releases and other corporate communications are expected.

Prerequisite: Suggested antecedent course: [BUS 200](#)
3 hours a week 1 semester 3 credits.

- **BUS 210 - CONSUMER MOTIVATION AND BEHAVIOR**

(MKT 310)

The examination of consumer motivation and behavior employing the disciplines of Anthropology, Psychology and Sociology. Freud, Skinner, and Maslow's theories are utilized. The purpose of the course is to enable the student to understand what motivates the consumer to buy and why. (Suggested antecedent course: [BUS 200](#))

3 hours a week 1 semester 3 credits.

- **BUS 214 - SALES MANAGEMENT**

(MKT 214)

The importance of managing the creative selling function including telemarketing missionary sales, prospecting and qualifying prospects, territory management, role ambiguity, evaluating of sales performance, the establishment of standards, and motivating a sales force.

Prerequisite: [BUS 200](#)
3 hours a week 1 semester 3 credits.

Not offered in Brooklyn.

- **BUS 219 - PRINCIPLES OF FINANCE**

A survey of the role of finance in business management. Major areas of study include an examination of financial markets, financial organization of business entities, analysis of budgets, credit, equity, and debt financing, cash flow requirements, break-even analysis, the use of corporate securities in capitalization and asset management.

Prerequisites: [BUS 100](#), [ACC 200](#) or [ACC 211](#), [MAT 200](#)
3 hours a week 1 semester 3 credits.

- **BUS 221 - LABOR ECONOMICS**

([ECO 221](#))

A study of the political economy of labor market demand and supply, the labor process and the philosophic foundations of various theories of labor. The course surveys the historical and current problems of labor organization and unions as well as the impact of race, gender and class on labor and income distribution.

Prerequisite: [BUS 226/ECO 226](#)
This course is applicable to the liberal arts requirements of the curriculum.
3 hours a week 1 semester 3 credits.
Fall

- **BUS 222 - STATISTICS**

([ECO 222](#))

Collection and tabulation of statistical data. Sampling. Probability. Binomial distribution and the use of the normal curve.

Prerequisite: [MAT 113](#) or [MAT 200](#)
This course is applicable to the liberal arts requirements of the

curriculum.

3 hours a week 1 semester 3 credits.

- **BUS 223 - MONEY AND BANKING**

([ECO 223](#))

The roles of money and credit, financial markets and institutions, and central banking in the U.S. economy. The banking system and its relationship with the Federal Reserve System, as well as international banking issues and problems, will also be analyzed and explored.

Prerequisite: [BUS 120/ECO 120](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **BUS 226 - MICROECONOMICS**

([ECO 226](#))

Marginal analysis of demand and supply, the individual firm, and market microstructure. Consumer behavior and producer behavior. Alternative models of price determination and profit maximization. The relation between input and output markets

Prerequisite: [BUS 120/ECO 120](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **BUS 230 - HUMAN RESOURCES
MANAGEMENT**

([HA 230](#))

A review of the theory of the effective management of human resources. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and evaluation methods, compensation and reward or motivational programs, legal and regulatory requirements and the role of collective bargaining. The course utilizes the case method supplemented with an assigned text. (Suggested antecedent course: [BUS 100](#) or [HA 481](#))

3 hours a week 1 semester 3 credits.

• **BUS 232 - LABOR RELATIONS**

A study of organized labor and its impact on the firm's management and business strategy. Active student participation is expected in the discussion of the collective bargaining process and the issues arising from the creation and administration of the collective bargaining agreement. The rights of management in directing the workforce versus the rights of employees as expressed in the contract are explored. Selected cases involving such issues as technological change, job assignments, wage structure, grievance procedure, production standards, and the role of the arbitrator will be utilized.

Prerequisite: [BUS 230/HA 230](#)

3 hours a week 1 semester 3 credits.

• **BUS 235 - HUMAN RESOURCES LAW**

(Formerly BUS/HA152)

A study of the legal concepts affecting the employer-employee relationship within organizations. Federal and State statutes/regulations and judicial decisions will be explored as they relate to the following: recruiting, hiring, and placement; compensation; training, promotion, and transfer; discipline and termination; affirmative action; retirement and benefits; performance appraisal; discrimination; safety and health; and unions and collective bargaining.

Prerequisite: [BUS 230/HA 230](#)

3 hours a week 1 semester 3 credits.

- **BUS 244 - FOOD IN THE GLOBAL COMMUNITY**

[HIS 244](#)

An interdisciplinary course that examines the concepts, development, and implications of globalization on food throughout the world community. The course explores the role of food throughout history, the importance of food in international trade and, provides perspectives on food in artistic, philosophical, psychological, and religious contexts.

3 hours a week. 1 semester. 3 credits.

- **BUS 250 - FRAUD EXAMINATION**

This course is an ideal introduction for beginners in the field of fraud examination to the study of Fraud and the principles underlying its prevention and detection. The course covers a wealth of informative insights into the complex social factors behind fraudulent behavior, including a broad overview of the field of fraud examination - from what fraud is, to how it is committed, detected, and deterred. The purpose of this course is to give practical guidance to enhance the student's ability to recognize, detect, and prevent financial frauds in governmental, public or private organizations.

3 hours a week. 1 semester. 3 credits.

- **BUS 261 - BUSINESS AND THE ENVIRONMENT**

Environmental issues are essential to decision-making in business. These issues are examined in light of their impact on various businesses and conversely the impact that business decisions have on the environment. Among the topics examined include economic and demographic forces, financial concerns of businesses, legal and political issues, consumption and sustainability.

3 hours a week 1 semester 3 credits.
Spring

- **BUS 275 - BUSINESS IN A GLOBAL ENVIRONMENT**

(Formerly International Business)

This course presents students with a global view of contemporary business. Techniques used by businesses to engage in international commerce are studied in conjunction with the cultural, social, economic, geographic, and political factors which affect the success of international business activities. Specific topics of study include international trade theories, global economic associations, the foreign exchange market, importing, exporting, global production systems, international marketing, and the assessment of the potential of specific international markets.

Prerequisites: [BUS 120/ECO 120](#) and [BUS 200/MKT 200](#)
3 hours a week 1 semester 3 credits.

- **BUS 280 - PRINCIPLES OF INSURANCE**

Principles of insurance in property, liability, life and health care. Topics covered include risk management and insurance concepts, marketing, underwriting of insurance policies as well as industry structure and regulatory environment.

Prerequisites: [BUS 150](#), [BUS 151](#)
3 hours a week 1 semester 3 credits.
Spring

- **BUS 284 - PRINCIPLES OF E-COMMERCE**

Business in Cyberspace

This course explores all of the aspects of electronic/internet

commerce. The field is evolving rapidly, and students read the latest materials. However, the main approach of the course is experiential. Students do hands-on exercises and explorations that develop their appreciation for the present electronic commerce environment, and also for what is likely to happen in the future.

Prerequisites: [BUS 200/MKT 200](#), [COM 140](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **BUS 285 - PRINCIPLES OF ENTREPRENEURSHIP**

A course that examines how entrepreneurs search for innovative opportunities both within an organization and as a new enterprise. The student will utilize existing knowledge, and gain an understanding of the protocols and mechanisms needed to bring a product or service to market. Writing a business plan is an integral part of the course.

Prerequisites: [BUS 200/MKT 200](#), [BUS 219](#) or [ACC 342](#), [BUS 150](#)

3 hours a week 1 semester 3 credits.

Spring

- **BUS 286 - INDUSTRIAL PSYCHOLOGY**

([PSY 280](#))

Application of psychology to business and industry in the area of personnel selection, training and evaluation, job satisfaction, motivation, communication, and man-machine interface.

Prerequisite: [PSY 100](#)

3 hours a week 1 semester 3 credits.

Fall

- **BUS 288 - BUSINESS SYSTEMS AND**

DESIGN

([COM 288](#))

The design and development of information systems for a business environment. Topics will include analysis of information flow, design of business systems, specifications, equipment selection, and file organization. Detailed steps for each phase of the design will be related to business applications on a full scale computer system.

Prerequisite: Any introductory computer course
3 hours a week 1 semester 3 credits.
Spring

- **BUS 290 - SPECIAL TOPICS IN BUSINESS**

In the world of business there are topics which warrant a timely discussion. This course is established to allow professors to address these special topics within the business curriculum.

Prerequisite: [BUS 100](#) and others as deemed necessary by the faculty

3 hours a week 1 semester 3 credits.
Fall

- **BUS 302 - RETAIL MANAGEMENT**

([MKT 302](#))

A study of the marketing of goods and services to the final customer. Topics include the structure of contemporary American retailing assortment planning, inventory control, customer service, price, promotion and location strategies, international retailing, and the interrelationship of retailing, society, and the economy. (Suggested antecedent course: [BUS 200](#), [MAT 200](#))

3 hours a week 1 semester 3 credits.

- **BUS 306 - MARKETING RESEARCH**

MKT 316

A study of the various research methodologies used in solving marketing research problems. Includes Research Design and Data Collection Methods (surveys, questionnaire design, sampling) to enable the student to make the best possible decision in exploring solutions to marketing problems and opportunities. A complete Marketing Research report is required.

Prerequisites: [BUS 222](#), [MKT 200](#)
3 hours a week 1 semester 3 credits.
Fall 2012, 2014

- **BUS 315 - PRINCIPLES OF INVESTMENTS**

An examination of various facets of investment management. Topics studied include the analysis of equity and debt securities, portfolio construction and management for varying objectives, mutual funds, performance measurement, the functioning of the securities markets, and socially responsible investing.

Prerequisites: [BUS 120/ECO 120](#), [BUS 219](#) or [ACC 213](#)
3 hours a week 1 semester 3 credits.
Fall

- **BUS 324 - ADVANCED MANAGERIAL FINANCE**

(Formerly BUS 224)

This course examines in detail the cost of capital, leverage, dividend policy, management of working capital, long term financing and expansion or failure of corporations.

Prerequisite: [BUS 219](#) and [MAT 200](#)
3 hours a week 1 semester 3 credits.
(Patchogue as needed).

- **BUS 326 - INTERNATIONAL FINANCE**

Various aspects of international finance are examined. Topics studied include capital flows, foreign exchange markets, international money markets, management of global portfolios, the raising of capital by both corporations and governments, and governmental policies that affect the international money and capital markets.

Prerequisites: BUS (ECO) 120, BUS 219 or ACC 213
3 hours a week 1 semester 3 credits.

- **BUS 362 - INTERNSHIP IN BUSINESS**

A course designed to give upper-division Business and Marketing Majors the opportunity to experience a formal business environment as an application of the principles studied in the various business disciplines. A member of the Business Faculty will plan the program with the student, supervise its implementation and relate to the representative of the business firm acting as liaison.

Prerequisite: Senior or Junior Business or Marketing Majors with cum of 3.0 or higher and with permission of the Department
100 hours in the professional setting. 1 semester 3 credits.
Fall and Spring

- **BUS 370 - ADVANCED HUMAN RESOURCES MANAGEMENT**

This course is designed to analyze and explore current issues of significance related to the utilization and development of personnel. Students will be directed to undertake case studies on selected topics from the following areas: planning and staffing, performance appraisal and evaluation, training and development, labor relations and personnel law, and quality of worklife. Where appropriate, cases and investigations will be regionally based.

Prerequisites: [BUS 230](#) and [BUS 235](#)
3 hours a week 1 semester 3 credits.

- **BUS 375 - GLOBAL SOURCING**

This course explores the globe as a source of resources including products, services, capital, and markets for businesses and organizations. Using a simulation, students will explore approaches to source materials and labor and to secure capital funding with the objective of developing markets for goods and services.

3 hours a week 1 semester 3 credits.

Spring

- **BUS 471 - RESEARCH SEMINAR IN ORGANIZATIONAL MANAGEMENT**

A capstone research course for students pursuing the Organizational Management major, it is designed to permit students to do an investigation into an area of their interest. Students are expected to employ research methodologies in the preparation of a paper appropriate to their major. For students pursuing degrees in Organizational Management or in General Studies with Management or Human Resources Certificates.

Prerequisites: BUS 100, MAT 151, ENG 103

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

(Patchogue—this course will be discontinued after Spring 2012.

Brooklyn—this course will be discontinued after Spring 2011.)

- **BUS 472 - BUSINESS POLICY SEMINAR**

An examination and integration of all the business aspects of an enterprise. The student is given the opportunity to review the principal functions of management such as production management, financing, human resources and marketing. The writing of a major paper is the focal point of the student's efforts.

For senior Business Major students only. Marketing majors may substitute this for [MKT 472](#) with Departmental permission.
3 hours a week 1 semester 3 credits.
Fall, Spring

- **BUS 495 - ACADEMIC WRITING AND RESEARCH**

([HA 495](#))

This course will focus on those skills required for scholarly writing in the fields of Health Administration, Human Services, and Management. In addition to reviewing documentation and citation styles, accessing peer-reviewed journals using electronic databases, and knowing how to avoid plagiarism, this course will guide students through the style and structure of professional research writing. First, students will become familiar with the scholarly style of journal articles and will develop the ability to extract relevant information from those articles. Then, students will practice skills of narrowing the subject field, creating an annotated bibliography, writing a literature review, and creating a research question, all in preparation for their Capstone Research Seminar.

Prerequisite: [ENG 103](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **BUS 498 - CAPSTONE RESEARCH IN ORGANIZATIONAL MANAGEMENT**

([CHS/HA 498](#))

The second part of a two-part capstone research course for students in the majors of Community Health and Human Services, Health Administration, and Organizational Management, is designed to teach students about the research methodologies that can be applied to the investigation of a research study of an individualized area of interest. Students will select an appropriate research methodology

and design and will apply it to the research topic selected during the earlier course, CHA/BUS 495. The final project will be an academic paper reporting on an original research topic investigated by the student.

Prerequisites: MAT 151 and BUS 495

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Chemistry

- **CHE 120 - CHEMISTRY AND SOCIETY**

The study of the basic principles of chemistry focuses upon understanding chemical phenomena in contemporary life. The nonscience major will understand applications of the theories of chemistry to modern world conditions such as water and air pollution, use of drugs, and alternative energy.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall, Spring

Lab fee-\$30

- **CHE 135 - INTRODUCTION TO ENVIRONMENTAL CHEMISTRY**

In this course students will be introduced to fundamental principles of chemistry to gain an understanding of how natural and man-made substances influence environment. The environmental impact of human activities on the chemistry of the land, water and atmosphere will be considered. Environmental issues that will be discussed include energy use and climate change, air pollution, ozone depletion, water pollution and treatment, waste disposal, and the impact of insecticide and herbicide use in agriculture.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Offered when there is sufficient student demand.

Lab fee-\$30

- **CHE 140 - CHEMISTRY AND ART**

The role of chemistry in the art world has historically been a close relationship, both in theory and in practice. This course offers the opportunity to experience creativity based upon an appreciation of relationships and applications among chemical substances. Forgeries in art will also be investigated.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Offered when there is sufficient student demand.

Lab fee-\$30

- **CHE 150 - GENERAL CHEMISTRY I**

An intensive study of the laws and concepts of chemistry; atomic and molecular structure, stoichiometry and thermochemistry involved in chemical reactions. Bonding theories and intermolecular forces are related to chemical and physical properties. Emphasis on measurements in the laboratory.

Prerequisite: Departmental approval.

4 hours lecture, 3 hours laboratory a week 1 semester 5 credits.

Fall

Lab fee-\$60

- **CHE 151 - GENERAL CHEMISTRY II**

A continuation of [CHE 150](#). Topics include properties of gases, liquids, solids and solutions. Equilibrium is emphasized in its relation to thermodynamics, rates of reaction, acid-base chemistry, oxidation and reduction, electrochemistry. Nuclear chemistry is briefly considered.

Prerequisite: Minimum grade of C in [CHE 150](#) or Departmental approval

4 hours lecture, 3 hours laboratory a week 1 semester 5 credits.

Spring

Lab fee-\$60

- **CHE 175 - PRINCIPLES OF GENERAL, ORGANIC, AND BIOCHEMISTRY**

A one-semester course designed for students in the health care professions. The course includes the concepts of atomic and molecular structure, phases of matter, stoichiometry, equilibrium, acids and bases, nuclear chemistry, descriptive organic chemistry, carbohydrates, lipids, proteins and nucleic acids. The concepts of the course are demonstrated and explored in laboratory experiments.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Spring

Lab fee-\$30

- **CHE 240 - SCIENTIFIC WRITING AND RESEARCH**

An introduction to scientific literature, manuscript writing, and inquiry to develop the communication skills required for careers in science. Information literacy, critical reading and discussion, composition a scientific manuscript (abstract, introduction, methods, results and discussion), oral presentation, the peer review process, and practical application of the scientific method are included. This is the writing-intensive course for science majors.

Prerequisite: [CHE 151](#)

3 hours a week, one semester, Offered when there is sufficient student demand, 3 credits

- **CHE 241 - INTRODUCTION TO LABORATORY RESEARCH**

An introduction to independent laboratory research. Students carry out experiments focusing on a one simple research problem over the entire semester. They will be introduced to keeping a laboratory notebook, refining experimental procedures, data analysis, and

interpreting, reporting and presenting results.

Prerequisite: [CHE 151](#)

3 Laboratory hours per week, one semester. Offered when there is sufficient student demand. 1 credit

- **CHE 250 - ORGANIC CHEMISTRY I**

An introduction to structure, bonding, and the chemical properties of organic compounds. Addition, substitution and elimination reaction mechanisms are emphasized by investigating the chemistry of alkenes, alkynes and alkyl halides. The laboratory will emphasize basic organic techniques including distillation, extraction, chromatography and spectroscopy.

Prerequisite: Minimum grade of C in [CHE 150](#), [CHE 151](#)

4 hours lecture, 4 hours laboratory a week 1 semester 5 credits.

Fall

Lab fee-\$60

- **CHE 251 - ORGANIC CHEMISTRY II**

A continuation of the integrated study of organic molecules focusing on the reactions of aromatic, carbonyl compounds, and amines, as well as on multi-step synthesis of complex molecules. The laboratory will emphasize preparation, purification, and identification of organic compounds.

Prerequisite: [CHE 250](#)

4 hours lecture, 4 hours laboratory a week 1 semester 5 credits.

Spring

Lab fee-\$60

- **CHE 260 - ANALYTICAL CHEMISTRY**

A study of the theory and practice of modern analytical chemistry. Particular emphasis is placed upon contemporary instrumental techniques, especially spectroscopic and chromatographic methods

of chemical analysis. Classic volumetric and gravimetric analytical methods are also included.

Prerequisite: [CHE 151](#)

3 hours lecture, 4 hours laboratory a week 1 semester 4 credits.

Spring 2014, 2016

Lab fee-\$60

• CHE 310 - MEDICINAL CHEMISTRY

A general introduction to the discovery and design of new drugs, focusing on molecular structure and chemical reactivity of biologically active compounds. This course will provide a basic understanding of the drug development process, including chemical synthesis, combinatorial methods, molecular modeling, and screening of organic drug candidates.

Pre-req: [CHE 251](#)

3 hours a week, one semester. Offered when there is sufficient student demand. 3 credits

• CHE 331 - BIOCHEMISTRY I

An introduction to biological molecules, including proteins, lipids, carbohydrates, coenzymes, and hormones, focusing on the relationship between molecular structure and biological function. Areas of study include enzyme mechanism, catalytic and regulatory strategies, and properties of membranes. An introduction to metabolic pathways is presented to demonstrate how these molecules work together to support life processes.

Prerequisite: [CHE 250](#)

3 hours a week 1 semester 3 credits.

Fall

• CHE 332 - BIOCHEMISTRY II

Advanced study of biological molecules emphasizing fundamental

metabolic pathways. Carbohydrate metabolism and cellular energy generation are studied focusing on the thermodynamic, kinetic and regulatory aspects of these pathways. Also included are biomolecular oxidation-reduction processes, biological energy storage, and biosynthesis of amino acids, lipids, nucleic acids, and hormones. Applications to medical diagnosis and treatment are included.

Prerequisite: [CHE 331](#) or departmental approval.

3 hours lecture 1 semester 3 credits

Spring

- **CHE 349 - PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES**

An introduction to the laws of chemical thermodynamics and kinetics, covering real and ideal systems, phase equilibria, chemical equilibria, rate equations and mechanisms, and collision and transition state theory, emphasizing the biological applications of these concepts.

Prerequisite: Calculus, [CHE 151](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall 2014, 2016

Lab fee-\$60

- **CHE 350 - THERMODYNAMICS AND KINETICS**

An introduction to the laws of chemical thermodynamics and kinetics, covering real and ideal systems, phase equilibria, chemical equilibria, rate equations and mechanisms, and collision and transition state theory, emphasizing biological applications of these concepts.

Prerequisites: Calculus, [CHE 151](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall 2014, 2016

Lab fee-\$60

- **CHE 351 - QUANTUM MECHANICS AND MOLECULAR STRUCTURE**

The basic principles of quantum mechanics are introduced in the context of molecular structure, bonding theory, symmetry, energy level transitions, spectroscopic analysis of matter, and computational methods for predicting molecular structure.

Prerequisite: Calculus, [CHE 151](#)
3 hours lecture 1 semester 3 credits.
Spring 2015, 2017

- **CHE 360 - INTRODUCTION TO INDUSTRIAL CHEMISTRY**

A study of the chemical substances used to supply the needs and wants of modern society, the processes by which these substances are produced, and the impact of these processes on society.

Prerequisite: [CHE 251](#)
1 hour lecture; guided independent study 1 semester 3 credits.
Offered when there is sufficient student demand.

- **CHE 405 - RESEARCH IN CHEMISTRY**

Designed to provide educational experience in a research setting. The student will assist a member of the chemistry faculty in chemical research activities such as analytical measurements, chemical synthesis, interpretation of data, and/or manuscript preparation. The student must work a minimum of 80 hours, meet regularly with a faculty supervisor, and maintain a laboratory notebook recording all experimental procedures and measurements. The student is expected to produce a concrete demonstration of their contributions in the form of a scientific paper, oral, or poster presentation.

Prerequisites: Junior or Senior Chemistry Major with at least 20 credits in Chemistry and a minimum GPA of 3.0. Completion of

[CHE 251](#) with a grade of C or better, as well as permission of the department are required.

A minimum of 80 hours is required. 3 credits

- **CHE 410 - INTERNSHIP**

Designed to provide educational experience in a research setting. The student will assist an approved external investigator in research activities such as analytical measurements, chemical synthesis, interpretation of data, and/or manuscript preparation. The student must work a minimum of 80 hours, meet regularly with a faculty supervisor, and maintain a record or laboratory notebook recording all experimental procedures and measurements. The student is expected to produce a concrete demonstration of their contributions in the form of a scientific paper, oral, or poster presentation. The cooperating institution will also certify that the student has fulfilled their internship obligation.

Prerequisite: Junior or Senior Chemistry Major with at least 20 credits in Chemistry and a minimum GPA of 3.0. Completion of [CHE 251](#) with a grade of C or better, acceptance at a cooperating institution, and permission of the department are required.

A minimum of 80 hours is required. 3 credits

- **CHE 420 - ENVIRONMENTAL CHEMISTRY**

An investigation into the chemical reactions that characterize the natural resources of our planet as they are utilized by today's technological society, resources found in air, water, and earth. This course offers the science major an opportunity to apply many of the scientific principles previously studied to the local, national, and worldwide processes that are contributing to either the preservation or the destruction of the environment. Possible solutions to environmental problems will also be addressed.

[CHE 260](#)

3 credits

- **CHE 440 - INORGANIC CHEMISTRY**

This study of the groups of elements that are found in inorganic and organometallic compounds focuses upon bonding theories that explain the structures of these compounds. Elements are also examined for acid-base behavior as related to electron affinity. Advanced spectroscopic and resonance methods for deducing molecular structures are investigated.

Prerequisite: [CHE 349](#) or [CHE 350](#) or [CHE 351](#)

3 hours a week 1 semester 3 credits.

Offered when there is sufficient student demand.

- **CHE 450 - SEMINAR IN CHEMISTRY**

A consideration of the use of the chemical literature and the methods of scientific research; presentation of a seminar paper, and attendance at seminars given in universities in the metropolitan area. Required of majors in the senior year.

1 semester 1 credit.

Fall

- **CHE 460 - SENIOR PROJECT**

A course allowing individual investigation in some special field of chemistry, may involve literature or laboratory research. Required of majors in the senior year.

2 semesters 3 credits for the year.

Child Study

- **CS 101 - CHILD PSYCHOLOGY AND DEVELOPMENT I**

An introduction to the study of human development processes, theories and variations, which will include the impact of culture, disability, socioeconomic level, personal health and safety, nutrition and the principles and theories of development during the first two years of life. The course will address the concepts of collaboration and parent/child relationships, inclusion, past and present abusive and dangerous environments and the impact of technology on childbearing and child-rearing. Not concurrent with [CS 102](#) .

5 hours of directed observation of very young children. 3 lecture hours 1 semester 3 credits.

Fall and Spring

- **CS 102 - CHILD PSYCHOLOGY AND DEVELOPMENT II**

([PSY 121](#))

A study of the patterns of physical, cognitive, social/emotional development of the child age two through adolescence, with emphasis on the preschool and middle-childhood periods. Topics include theories and research applicable to the developmental sequences in cognition, play and peer relationships, parent/child relationships, pro-social and moral development, cross-cultural perspectives, and contemporary issues of concern, such as poverty, divorce and abduction. Not concurrent with [CS 101](#).

5 hours of directed observation of children. 3 lecture hours 1 semester 3 credits.

Fall and Spring

- **CS 121 - PSYCHOLOGY OF THE EXCEPTIONAL CHILD**

An introduction and overview of the human development of persons with the full range of disabilities and special health care needs, also including the gifted, and the effect of those disabilities and needs on learning and behavior. Emphasis will consider skills in networking and collaborating with parents and multidisciplinary teams for services, and the necessity of following legislative procedures to access and maintain services. The course will address the utilization

of assistive technologies that will maximize independence as well as concerns related to cultural diversity and inclusion. This course satisfies the core requirement for the Diversity Integrated Learning Area.

Field Visits. 3 lecture hours 1 semester 3 credits.

Fall and Spring

- **CS 208 - EARLY CHILDHOOD:
CURRICULUM, METHODS & MATERIALS**

An interactive exploration of early childhood curriculum and practices focusing on children from birth to grade two. Course content will be based on developmentally appropriate practices reflective of research based pedagogy and integration of technology in the classroom. Students will acquire increasing competency in forming parental partnerships, collaborations with other professionals and paraprofessionals and creating environments conducive to multiculturalism and inclusion. Students will plan and implement lessons within their fieldwork experience in the campus based Dillon Child Study Center.

2 lecture hours 1 semester 2 credits.

Fall and Spring

- **CS 210 - PRESCHOOL EDUCATION
PRACTICUM**

A practicum in the Dillon Center laboratory school for one semester of the sophomore year. Intensive study of preschool education from the child development point of view. Emphasis on the role of the teacher and assistant as reflective planners for the needs of typical children and children with disabilities and their parents. Exposure to guiding behavior, planning activities and the importance of individual differences in planning activities and selecting materials appreciating children's cultural backgrounds, individual needs and interests.

30 hours of participation in the preschool. 1 credit.

Fall and Spring

- **CS 211 - FOUNDATIONS OF CHILDHOOD EDUCATION**

A study of the school from the historical, sociological, educational and philosophical perspectives. The course will explore legislation as it relates to rights and responsibilities of teachers, students, parents, community members and school administrators. The course is designed to introduce the concepts of instructional planning, motivation, classroom management, as well as the school's response to AIDS, drug/alcohol abuse, child abuse and abduction, and the effect of culture, poverty and socio-economic level on learning. Skills in the use of technology as it relates to classroom instruction and planning will be addressed.

10 hours of guided fieldwork observation, Grades 1-6. 3 lecture hours 1 semester 3 credits.

Fall and Spring

- **CS 301 - LITERACY AND LANGUAGE IN THE PRIMARY GRADES**

A study of theoretical perspectives and practices of the reading process as set forth by the National Council of Teachers of English and the International Reading Association. The course is designed to focus on language acquisition and literacy development by native English speakers, students who are English language learners and students with special language/literacy learning needs. The course content emphasizes skill in developing reading assessment strategies, listening, speaking, writing, reading skills, instructional planning and the design of materials for all students including students with disabilities. Opportunities to apply technology to the teaching of reading will be explored as well as opportunities for collaboration between supervising teachers, students, parents and colleagues. This course satisfies the core requirement for the Service and Experiential Integrated Learning Area.

Prerequisite or Corequisite: [CS 211](#)

Fieldwork: 35 hours, Inclusive setting Grades 1-2. 2 lecture hours a week 1 semester 3 credits.

Fall and Spring

- **CS 302 - LITERACY AND LANGUAGE IN THE INTERMEDIATE GRADES**

A study of theoretical perspectives and practices of the reading process as set forth by the National Council of Teachers of English and the International Reading Association. This course will focus on skills in the area of instructional planning as well as the listening, speaking, reading, writing and assessment of reading skills of all students including students with disabilities and special learning needs. Literacy development by native English speakers and students who are English language learners will be addressed. Opportunities for the design and adaptation of curriculum and materials for students in the intermediate grades in Social Studies as well as for students with special learning and cultural needs in inclusive settings will be considered. Consideration will be given to the identification and use of appropriate technological hardware and software applicable on the intermediate level.

Prerequisite: [CS 301](#)

Fieldwork: 35 hours, Grades 4-6. 2 lecture hours 1 semester 3 credits.
Fall and Spring

- **CS 308 - EDUCATION FOR PRESCHOOL AND KINDERGARTEN**

A course that provides interactive exploration of the basis for contemporary early childhood curriculum planning and implementation. Students are encouraged to work in small groups with the instructor to investigate the curriculum and adapt materials to accommodate the learning needs of all children in the cognitive, emotional, social, and physical areas of development.

Fieldwork: Full Morning per week, Kindergarten. 2 lecture hours 1 semester 3 credits.
Fall and Spring

- **CS 309 - MATHEMATICS AND SCIENCE IN**

THE ELEMENTARY SCHOOL

A course designed to present the concepts, methods, and materials of developmental mathematics and science currently taught in the elementary schools. Topics include problem solving, assessment, use of manipulatives, hands-on experimentation, lesson planning, and the social and psychological principles underlying mathematics and science instruction. The design and development of innovative instructional materials, including application of technological knowledge and skills for individualizing instruction are integral parts of this course.

Prerequisite: [CS 301](#)

3 lecture hours a week 1 semester 3 credits.

Fall and Spring

- **CS 320 - EDUCATIONAL ASSESSMENT**

A study of the fundamentals of formal and informal assessment for use with students from the entire continuum of placements, including students from general education, students who are at risk, and students who are receiving or being considered for special education services. Students will learn to participate in the assessment process and to use the assessment data to plan and modify instruction as part of a collaborative multidisciplinary team. Topics will include descriptive statistics and score conversions; graphing; legal and ethical aspects of assessment; possible cultural bias in tests; test construction, and an overview of commonly-used norm referenced tests to intelligence, academic achievement, language and behavior. Practice in administering and scoring, by hand or computer, various standardized tests and skill in using these resources to enhance teaching.

2 lecture hours 1 semester 2 credits.

Fall and Spring

- **CS 321 - PSYCHOEDUCATIONAL ASSESSMENT**

A study of the fundamentals of formal and informal assessment for use with students from the entire continuum of placements,

including students from general education, students who are at risk, and students who are receiving or being considered for special education services. Students will learn to participate in the assessment process and to use the assessment data to plan and modify instruction as part of a collaborative multidisciplinary team. Topics will include descriptive statistics and score conversions; graphing; legal and ethical aspects of assessment; possible cultural bias in tests; test construction, and an overview of commonly-used norm referenced tests of intelligence, academic achievement, language and behavior. Practice in administering and scoring, by hand or computer, various standardized tests and skill in using these resources to enhance teaching.

Prerequisite: [CS 301](#) and [CS 324](#)

3 lecture hours a week 1 semester 3 credits.

Fall and Spring

- **CS 323 - CHILDREN WITH LEARNING DISABILITIES**

An introduction to the study of children with learning disabilities. Topics include theoretical perspectives, formal and informal assessment, teaching methodologies and materials, diversified learning styles, the use of technology in teaching and learning, and current research trends in the field. The effect of factors in the home, school, and community are considered, as well as the impact of students' culture, heritage, and history on their development and needs. The importance of home-school relationships in the support of student learning is emphasized. With an emphasis on inclusion, the course is designed for both general and special education teachers. This course satisfies the core requirement for the Writing Intensive Integrated Learning Area.

3 lecture hours 1 semester 3 credits.

Fall and Spring

- **CS 324 - SPECIAL EDUCATION: CURRICULUM, METHODS, AND MATERIALS I**

This course is an interactive exploration of the nature of early childhood students within the full range of disabilities and special health care and cultural needs, and the effect of those disabilities and needs on learning and behavior. Opportunities will be provided for skill development in identifying strengths, planning, designing and adapting instruction and materials, collaborating with teachers and parents to prepare students with disabilities and special needs to attain their highest levels of academic achievement and independence in the inclusive setting. Students will explore the use of assistive and instructional technology in teaching and learning. This course includes the required NYS/NYC DOE curriculum in the Dignity for All Students ACT (DASA).

Prerequisite: [CS 121](#)

Fieldwork: 35 hours Inclusive Setting, Preschool. 2 lecture hours a week 1 semester 3 credits.

Fall and Spring

- **CS 325 - SPECIAL EDUCATION: CURRICULUM, METHODS, AND MATERIALS II**

A study of the nature of childhood students within the full range of disabilities and special healthcare and cultural needs, and the effect of those disabilities and needs on learning and behavior. In self-contained, inclusive settings, or resource rooms, students will implement skills in designing and adapting materials and curriculum, learn to prioritize strengths and prepare students with severe disabilities to attain their highest level of vocational achievement and independence. The use of assistive and instructional technology in teaching and learning will be observed, adapted and implemented in the fieldwork placement.

Prerequisite: [CS 324](#)

Fieldwork: 35 hours Inclusive Setting, Grades 4-6. 2 lecture hours a week 1 semester 3 credits.

Fall and Spring

- **CS 352 - CLASSROOM MANAGEMENT**

A course designed to develop the necessary teaching skills needed to

promote a positive atmosphere in the classroom. A variety of models, theories and philosophies pertaining to classroom management will be explored and opportunity for application will be provided.

15 lecture hours. 1 semester 1 credit.

Fall and Spring

- **CS 400 - RESEARCH IN CHILD DEVELOPMENT AND CHILDHOOD EDUCATION**

Introduction to research in the fields of child development and education. With individual guidance, students select a topic of interest, review relevant literature, design a simple project exploring this topic, and write up the results of this inquiry following APA standards. This course satisfies the core requirements for the Writing Intensive Integrated Learning Area.

1 1/2 lecture hours, individual appointments. 1 semester 3 credits.

Fall and Spring

- **CS 413 - SUPERVISED STUDENT TEACHING**

Observation and supervised practice teaching in early childhood and childhood settings arranged to meet the requirements of the initial certificates in Early Childhood and Childhood in New York State. Lesson planning for content areas: English Language Arts, Mathematics, Science and Social Studies. Required weekly seminar. This course satisfies the core requirement for the Service and Experiential Learning Integrated Learning Area. (*Grade of 2.8 or higher required for a student to be recommended for New York State Certification*). Prerequisite: Approval of Recommendations Committee. One semester in the schools: 20 days in grades 1-2 and 20 days in grades 4-6, 4 credits.

Prerequisite: Approval of Recommendations Committee.
4 credits

- **CS 414 - SUPERVISED STUDENT TEACHING**

Observation and supervised practice teaching in the primary and elementary grades. Placements arranged to meet the requirements of the Initial Early Childhood and Childhood Certificates in New York State. Lesson planning for content areas: English Language Arts, Mathematics, Science and Social Studies. Required attendance at weekly seminar. *For a student to be recommended for New York State Certification: Grade of 2.8 or higher required.* Student Teaching: A minimum of 5 mornings and 3 afternoons per week for half a semester in Grade 1 or 2 and 5 mornings and 3 afternoons for half a semester in Grades 4-6.

Prerequisite: Approval of Recommendations Committee.
Student Teaching. 2 seminar hours one semester 5 credits.
Fall and Spring

- **CS 423 - SPECIAL EDUCATION STUDENT TEACHING**

Observation and supervised student teaching in self-contained, special education classes or inclusive classes, arranged to meet the requirements of the initial certificates for Children With Disabilities: Early Childhood and Childhood. Opportunities are provided for reflection and demonstration of adaptive teaching procedures and the design of materials to meet special learning, behavioral and cultural needs. Required weekly seminars. (Grade of 2.8 or higher required for a student to be recommended for New York State Certification).

Prerequisite: Approval of Recommendations Committee.
One semester in a special class: 20 days in grades 1-2 and 20 days in grades 4-6 4 credits.
Fall and Spring

- **CS 424 - SPECIAL EDUCATION STUDENT TEACHING**

Observation and supervised student teaching in inclusive or self-

contained classes, or resource rooms. Placements are arranged to meet the requirements of the Initial Certificates in Students With Disabilities: Early Childhood and Childhood. Opportunities are provided for reflection and demonstration of adaptive teaching procedures and the design of materials to meet special learning, behavioral and cultural needs. Required attendance at weekly seminar. This course satisfies the core requirement for the SJC Learning Communities Integrated Learning Area.

For a student to be recommended for New York State Certification: Grade of 2.8 or higher required.

Prerequisite: 2.8 or higher in [CS 414](#) , Approval of Recommendations Committee.

Student Teaching: A minimum of 5 mornings and 3 afternoons per week for half a semester in Grade 1 or 2 and 5 mornings and 3 afternoons for half a semester in Grades 4-6.

2 seminar hours one semester 5 credits.

Fall and Spring

Computers in Business

- **BUS 140 - MICROCOMPUTER APPLICATIONS I**

([COM 140](#))

This course is designed as an introductory course to provide the background necessary for the effective use of microcomputers. The emphasis is on the major applications of microcomputers: word processing, relational databases, spreadsheets and the use of the Internet. The course includes “hands-on” experience with common applications software. No previous computer related experience is necessary.

Note: Students may not offer this course toward the fulfillment of the Math core.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **BUS 141 - MICROCOMPUTER**

APPLICATIONS II

(COM 141)

This course is intended for students from all disciplines. It will develop intermediate and advanced word-processing, spreadsheet and database techniques, including macros, report generation, database queries, importing and exporting files, address-books, labels, graphic, and table manipulation. It will also include expanded Internet and World Wide Web topics.

Prerequisites: [COM 140](#) or equivalent, or departmental approval.

Note: Students may not offer this course toward the fulfillment of the Math core.

3 hours a week 1 semester 3 credits.

Fall and Spring

Communication Studies

CO-CURRICULAR WORKSHOP IN DRAMATICS may be offered for academic credit in accordance with the policy that students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator and Director of Chapel Players.

- **SPC 102 - SPEECH COMMUNICATION**

A study of the speech communication process—its basic theories and principles and their application in guided speech experiences, including public speaking and group discussion.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPC 112 - INTRODUCTION TO SIGN LANGUAGE**

Introduction to basic sign language with emphasis on the development of expressive and receptive signing skills. Exploration of the fundamentals of deaf culture, American Sign Language, and

the models of communication used by deaf persons.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall and Spring Long Island Campus.

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The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

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COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

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Communication Studies

CO-CURRICULAR WORKSHOP IN DRAMATICS may be offered for academic credit in accordance with the policy that students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator and Director of Chapel Players.

- **SPC 115 - VOICE AND DICTION**

Designed for the acquisition of improved pronunciation and articulation. Correct inflection patterns, semantic choices, and vocal projection are studied and practiced.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPC 130 - INTRODUCTION TO THE THEATRE**

A study of the origins of theatre; an examination of the elements of theatre and its relationship to life; student participation in theatre experiences.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Upon demand

- **SPC 132 - FUNDAMENTALS OF ACTING**

Fundamentals of acting including character analysis and pantomime. Improvisations and theatre games will provide opportunities for the application of theory.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall and Spring. Long Island Campus Only.

- **SPC 204 - INTERPERSONAL COMMUNICATION**

A study of interpersonal communication dynamics; an examination of communication theory as it relates to various social and work situations; student participation in interpersonal experiences. Topics include self concept, language and non-verbal communication, assertiveness and stages of relationship development.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall and Spring Long Island Campus. Fall 2015, Fall 2017 Brooklyn Campus

- **SPC 205 - INTERCULTURAL COMMUNICATION**

An introduction to the sociological and psychological factors that influence communication among people of different cultures. Lectures and discussions will focus on developing an understanding of the all-too common barriers to effective communication found today in business, teaching, social work, government, etc.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Spring

- **SPC 206 - BUSINESS AND PROFESSIONAL COMMUNICATION**

The study of speech communication in business, professional and community organizations. Group discussion, interviews, listening skills, problem solving leadership, and the planning of presentations and meetings are emphasized.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.
Fall and Spring Long Island Campus.

- **SPC 208 - LISTENING THEORIES AND APPLICATIONS**

A study of the processes of listening: theories, components, and factors impacting its effectiveness. Special attention given to application of theory and the building of listening skills.

Prerequisite: [SPC 102](#), not open to freshmen
3 hours a week 1 semester 3 credits.
Fall 2014 and Spring Long Island Campus.

- **SPC 212 - PHONETICS**

Detailed study of the phonemes of English; transcription of standard and non-standard pronunciation and dialects in the international Phonetic Alphabet.

Prerequisite: [SPC 102](#) and [SPC 115](#) or departmental permission
3 hours a week 1 semester 3 credits.
Fall and Spring

- **SPC 217 - ORAL INTERPRETATION OF LITERATURE**

The aim of the course is to stimulate the appreciation of literature through study and practice in the oral interpretation of poetry, narrative prose, and dramatic literature.

Prerequisite: [SPC 102](#), not open to freshmen
3 hours a week 1 semester 3 credits.
Spring

- **SPC 218 - NORMAL LANGUAGE DEVELOPMENT**

An intensive study of typical language development, theory and practice as advocated by leading researchers in the field.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPC 220 - SOUND AND THE AUDITORY MECHANISM**

A study of the physics and acoustics of sound as related to human communication.

Prerequisites: [SPC 218](#)

3 hours per week 1 semester 3 credits.

Fall and Spring

- **SPC 222 - NONVERBAL COMMUNICATION**

The analysis and application of nonverbal cues and their effects on interpersonal and intercultural communication. Emphasis is on communication by means of body movement (kinesics), spatial relationships (proxemics), and vocal cues (paralanguage); by means of touch (haptics), physical appearance and dress, and physical behavior and communication through objects.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall and Spring. Long Island Campus Only. Brooklyn Campus on Demand.

- **SPC 224 - CHILDREN'S LITERATURE AND**

ORAL EXPRESSION

An appreciation of our rich heritage of children's literature through exposure to noted stories, authors and illustrators (both historic and modern). Experiences in storytelling and creative interpretation of children's literature through various media.

Prerequisite: [SPC 102](#). Not open to Freshmen on the Long Island Campus.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPC 225 - PSYCHOLOGY OF LANGUAGE**

An introduction to the psychological study of spoken language that examines the nature and origin of animal and human communication. A special emphasis on various psycholinguistic processes including thought, understanding, and speaking.

Prerequisite: [SPC 218](#)

3 hours a week. 1 semester. 3 credits.

Fall and Spring Long Island Campus.

- **SPC 228 - ACTING I**

A performance class that applies basic principles of Stanislavski technique to the study of acting as art and craft. Exercises in pantomime, improvisation, monologue, and scene work help to develop the actor's physical and vocal instrument, as well as the imagination, concentration, and relaxation key to performance.

Prerequisite: [SPC 102](#).

May not be taken by students who have taken [SPC 132](#).

3 hours a week 1 semester 3 credits.

Fall 2014 Brooklyn Campus.

- **SPC 229 - ACTING II**

A performance class emphasizing advanced work in building a character through an application of Stanislavski's principles of sensory awareness, emotional recall, and character study. Students achieve a thorough understanding of the text and sub-text of the comic and dramatic scenes they perform and also insure an informed, detailed, and polished performance by reading and analyzing the dramatic literature from which their scenes are drawn

Prerequisite: [SPC 228](#) or permission of the instructor.

May not be taken by students who have taken [SPC 230](#).

3 hours a week 1 semester 3 credits.

Spring 2015 Brooklyn Campus. Spring 2015, Spring 2017 Long Island Campus.

- **SPC 230 - ADVANCED ACTING**

Advanced study in sensory awareness, sense memory and character study for the preparation of a role. Basic vocal and body techniques will be employed to explore the objectives and super objectives of characters. Theories of acting will be studied and put to practice in laboratory situations.

Prerequisite: [SPC 132](#)

3 hours a week 1 semester 3 credits.

Fall and upon demand.

- **SPC 234 - CREATIVE DRAMA WORKSHOP**

Course will explore theories and techniques of creative drama and develop strategies for implementation using pantomime, improvisation, role-playing, puppetry, and storytelling. The student will spend one class hour a week working with children in a non-school, educational setting on campus. Includes methods of encouraging the creative process, materials to be used in children's programs and techniques for adapting children's literature for dramatization.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Spring. Long Island Campus Only.

- **SPC 235 - PLAY PRODUCTION**

A study of the principles involved in the mechanical aspects of play production; practice in stage design and the business of house management.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall 2015, Fall 2017 Brooklyn Campus. Fall and Spring Long Island Campus.

- **SPC 270 - SMALL GROUP DISCUSSION**

Students will evaluate various group communication theories and practices that encourage rational and democratic decision-making through cooperative thinking. For students engaged in education, management, public relations and other problem-solving and decision-making situations.

Prerequisite: [SPC 102](#), not open to freshmen

3 hours a week 1 semester 3 credits.

Spring Long Island Campus. Spring 2014, Spring 2016 Brooklyn Campus.

- **SPC 300 - THEORIES OF PERSUASION**

Students will develop and enhance their abilities to become more critical and responsible consumers of persuasive messages.

Persuasive theories, strategies, and arguments that influence receivers are examined. The focus is on understanding, analyzing, and evaluating persuasion. What persuasive strategies/appeals are most and least effective in a particular situation and why? Also examines the application of theories in the contexts of political campaigns, advertising, marketing, and interpersonal communication.

Prerequisite: [SPC 102](#) and 12 credits in speech

3 hours a week 1 semester 3 credits.

Fall. Long Island Campus Only.

- **SPC 302 - AMERICAN MUSICAL THEATRE**

An exploration of this uniquely American genre of theatre including its roots in minstrelsy, vaudeville, comic burlesque, revue, and operetta, as well as the array of artists that have contributed to it.

Prerequisite: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall 2014 Brooklyn Campus.

- **SPC 304 - DIRECTING**

Advanced work in the process of directing a play. Effective playscript selection, play analysis and research, production conception, casting, rehearsal, and giving and receiving of criticism are studied and practiced. Students assemble and direct a play of their choice that is performed before a live audience.

Prerequisite: [SPC 235](#) or permission of instructor

3 hours a week 1 semester 3 credits.

Brooklyn Campus Only Upon Demand.

- **SPC 319 - SPEECH-LANGUAGE
PATHOLOGY I**

A study of the causes and symptoms of speech and language disorders. Functional disorders are given special emphasis. Diagnostic and remedial techniques are explored.

Prerequisite: [SPC 218](#)

3 hours a week. 1 semester. 3 credits.

Fall and Spring Long Island Campus.

- **SPC 320 - SPEECH-LANGUAGE**

PATHOLOGY II

An intensive study of major speech and hearing disorders. Organic speech pathologies emphasized. Diagnostic and remedial techniques are explored.

Prerequisite: [SPC 218](#)

3 hours a week. 1 semester. 3 credits.

Fall and Spring Long Island Campus.

- **SPC 340 - AUDIOLOGY**

A study of the nature of hearing loss – its causes and prevention. Consideration of medical and surgical treatment, prosthetic devices, and educational provisions. Study of diagnostic and rehabilitative techniques. Laboratory requirements.

Prerequisite: [SPC 220](#) or departmental approval

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPC 342 - AURAL REHABILITATION**

Study of the basic principles of speech reading and auditory training within a comprehensive program. Methods, materials, and technology, and their application in the training of the persons with auditory and/or perceptual disabilities.

Prerequisite: [SPC 340](#) or departmental approval

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPC 350 - ADVANCED SPEECH
COMMUNICATION**

This course builds on the foundation provided in [SPC 102](#).
Emphasis on enhanced delivery skills and more sophisticated

analysis of audience and selected persuasive strategies; targeting of presentations to higher level concepts, as well as specialization and professional areas.

Prerequisites: [SPC 102](#)

3 hours a week 1 semester 3 credits.

Fall and Spring Long Island Campus. Spring 2017 Brooklyn Campus.

• SPC 400 - INTERNSHIPS

An internship program will provide students with work experience in a professional setting. The work will complement academic studies while providing practical experience. The intern will work jointly with a supervisor from the work setting and a faculty member from the College. The student will spend eight hours per week in an appropriate work place which will provide typical professional experience. A journal, final paper and 100 hours in the professional setting are required.

Prerequisites - Juniors or Seniors with a 2.75 cumulative index and the permission of the department. The student's talents and aptitude will be taken into consideration.

The course is an elective and may be taken only once.

1 seminar hour a week 1 semester 3 credits.

Fall and Spring

• SPC 405 - HISTORY OF RHETORIC

Students conduct a historical survey of rhetorical theory from classical times to the present. Rhetorical artifacts examined will include political speeches, television programs, print advertisements, editorials, music, film and Internet sites.

Prerequisite: 15 credits in speech communication

3 hours a week 1 semester 3 credits.

Fall. Long Island Campus Only.

- **SPC 410 - ANATOMY, PHYSIOLOGY, AND NEUROLOGY OF THE SPEECH AND HEARING MECHANISM**

Study of the anatomy, physiology, and neurology of the vocal, speech and hearing apparatus, as well as an introduction to voice and speech science.

Prerequisite: [SPC 320](#)

3 hours a week. 1 semester. 3 credits.

Fall and Spring Long Island Campus.

- **SPC 415 - RHETORIC AND POPULAR CULTURE**

Exploration of rhetorical strategies, argumentative approaches and definitional techniques embedded in the texts of popular culture. Contrasting current theories of rhetorical analysis and cultural studies with those of classical periods, this course will familiarize students with the rhetorical world in which we live and will sharpen their critical skills as consumers of persuasive messages.

Prerequisite: [SPC 300](#) and [SPC 405](#)

3 hours a week 1 semester 3 credits.

Spring. Long Island Campus Only.

- **SPC 424 - CLINICAL PROCEDURE AND PRACTICE**

Case discussions and demonstrations in diagnosis and remedial treatment. Twenty-five hours of clinical observation.

Prerequisites: [SPC 319](#), [SPC 320](#), [SPC 340](#) **Juniors or Seniors only with a 2.75 cumulative index.**

2 class hours and 2 laboratory hours per week 1 semester 3 credits.

Fall and Spring Long Island Campus.

- **COM 115 - EXPLORING THE INTERNET**

Discover how the Internet and the World Wide Web can be used to locate, access and retrieve information from international library resources and databases. This course includes historical background, network etiquette and ethics, as well as the skills for effectively and responsibly interacting with the Internet. Topics such as Web 2.0 tools, email, search engines, URLs, and the hypertext markup language (HTML) will be explored in a laboratory environment. The concepts will be applied to the design of a web page.

Prerequisite: none

1 hour a week 1 semester 1 credit.

- **COM 140 - MICROCOMPUTER APPLICATIONS I**

(BUS 140)

This course is designed as an introductory course to provide the background necessary for the effective use of microcomputers. The emphasis is on the major applications of microcomputers: word processing, relational databases, spreadsheets, and the use of the Internet. The course includes “hands-on” experience with common applications software as well as an introduction to computer hardware. No previous computer related experience necessary.

3 hours a week. 1 semester. 3 credits.

Fall.

- **COM 141 - MICROCOMPUTER APPLICATIONS II**

(BUS 141)

This course is intended for students from all disciplines. It will develop intermediate and advanced word-processing, spreadsheet

and database techniques, including macros, report generation, database queries, importing and exporting files, address-books, labels, graphic, and table manipulation. It will also include expanded Internet and Worldwide Web topics.

Prerequisite: [COM 140](#) or equivalent, or departmental approval.
3 hours a week. 1 semester. 3 credits.
Spring.

- **COM 150 - INTRODUCTION TO COMPUTER PROGRAMMING**

This course offers a basic introduction to computer hardware and software. Elementary programming techniques will be taught using Visual Basic.Net. Emphasis will be on problem solving using the computer.

3 hours a week, plus lab 1 semester 3 credits
Fall, Spring

- **COM 152 - COMPUTER PROGRAMMING**

An introduction to the concepts underlying computer science and programming such as: abstraction, analysis, and modularity. Emphasis is on algorithm development, and the use of structured program design techniques in solving problems. Students will develop programs using the syntax and semantics of a higher-level language (e.g. Java). Searching, sorting, recursive algorithms and the concept of objects will be introduced. (Corresponds to ACM CS1)

Prerequisite: [COM 150](#) or departmental approval.
3 hours a week, plus lab 1 semester 3 credits
Spring

- **COM 200 - COMPUTER SCIENCE: AN OVERVIEW**

For students from all disciplines. Topics include: computer organization, information representation in digital computers, algorithm development and analysis, programming languages, hardware and software systems, computer networks, information security and database concepts; E-commerce, computer graphics and entertainment; social and ethical computer issues.

3 hours a week. 1 semester. 3 credits.

Fall 2015.

• COM 205 - MULTIMEDIA APPLICATIONS

In this course students will be introduced to multimedia principles and technologies. Topics will include effectively representing, processing and retrieving multimedia data such as text, graphics, sound, music, images and video. Students will use the Internet, design and edit an Internet home page, and create a multimedia presentation. Various multimedia tools and techniques will be explored.

Prerequisite: [COM 141](#) or equivalent.

3 hours a week 1 semester 3 credits

Fall

• COM 210 - ALGORITHMS AND DATA STRUCTURES

This course explores specific classes of problems and their solutions. Fundamental questions concerning computational complexity, data storage and access, data encapsulation using objects, space/time bounds, optimal algorithms and data structures including lists, queues, and trees, are addressed. Algorithms for important classes of problems such as searching, sorting, and pattern-matching will be designed, implemented and tested in a laboratory environment. (Corresponds to ACM CS2.)

Prerequisites: [COM 152](#) and [MAT 203](#), each with minimum of C-, or departmental approval.

3 hours a week, plus lab. 1 semester. 3 credits.

Spring 2016.

- **COM 220 - MOBILE APPLICATIONS**

This course will teach fundamental programming principles with a focus on mobile application development for iOS and Android platforms. Students will be introduced to the requirements and methodologies necessary for developing dedicated and client-server applications that target smart phones, tablet computers, and other mobile devices. Students will create applications using specialized development environments.

Prerequisite: [COM 152](#)

3 hours a week. 1 semester 3 credits.

- **COM 230 - SOFTWARE ENGINEERING AND METHODOLOGY**

This course teaches the techniques for managing and producing large maintainable software systems. Topics include cost estimating, requirement specification, design methodologies, implementation and integration, verification and documentation techniques. Students will utilize current automated software engineering tools to apply the learned concepts and will develop a cost estimate, project management plan, functional specification and detailed design specification of a selected software system.

Prerequisite: [COM 210](#) or departmental approval.

3 hours a week. 1 semester. 3 credits.

Spring 2016.

- **COM 240 - HUMAN COMPUTER INTERACTION**

This course will present human computer interaction (HCI) from the theoretical and design perspectives. HCI explores the study, design, construction and implementation of human-centric interactive computer systems. Topics will include interfaces, cognitive and social interaction design, human-centered evaluation, techniques for

developing effective interfaces, accessibility, application domains and the user experience. Students will gain practical experience by completing a semester long project to demonstrate their mastery of HCI concepts.

Prerequisite: [COM 150](#) or [COM 152](#)

3 hours a week, 1 semester, 3 credits

Spring

- **COM 249 - COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE**

This course explores the evolution and physical structure of modern computers, from microcomputers to mainframes: their integrated circuits, components and organization. The concept of a multilayer virtual machine will be explored and programmed using machine language, microcode, operating system interrupts and assembly language. Advanced concepts such as RISC machines, pipelining and parallel computing will be studied. Students will utilize these principles to analyze the design of a current microprocessor.

Prerequisite: [COM 200](#), [COM 210](#) (With a grade of C- or better) or departmental approval.

3 hours a week 1 semester 3 credits

Spring

- **COM 252 - ADVANCED C++**

This course will briefly review the basic C++ constructs (program template, I/O, math/assignment and control of flow statements) and then focus on advanced C++ constructs, most of which are not included in Java. Type definitions, reference parameters, pointers, templates, overloading operators, multiple inheritance, and the standard template library will be among the topics discussed in detail. In addition, the procedural paradigm will be reviewed. Students will apply the learned concepts by completing several programming projects.

Prerequisite: [COM 152](#) or equivalent

3 hours a week 1 semester 3 credits.

Not offered in Brooklyn. Offered in Long Island when there is

sufficient student demand.

- **COM 260 - COMPUTER AND INFORMATION SECURITY**

This course combines the theoretical and practical aspects of securing a computer system. The goal is the design and analysis of secure systems, which incorporate confidentiality, integrity and availability. Topics include threats, risk management, access controls, cryptography and encryption, secure code (especially operating systems, databases, programs, email), network and Internet security including firewalls and VPNs. The legal, ethical and privacy issues of information security are emphasized.

Prerequisite: [COM 200](#), [MAT 203](#) or departmental approval.
3 hours a week 1 semester 3 credits.

- **COM 286 - BUSINESS PROGRAMMING I**

Pending

3 credits

- **COM 288 - BUSINESS SYSTEMS AND DESIGN**

([BUS 288](#))

The design and development of information systems for a business environment. Topics will include analysis of information flow, design of business systems, specifications, equipment selection, and file organization. Detailed steps for each phase of the design will be related to business applications on a full scale computer system.

Prerequisite: Any introductory computer course.
3 hours a week. 1 semester. 3 credits.
Fall.

- **COM 300 - ADVANCED ALGORITHMS**

This course will present advanced algorithms and problem solving techniques. Topics included will be advanced application of recursion, greedy algorithms, backtracking, dynamic programming, graph connectivity algorithms, computational geometry in three-space, and parsing. The algorithms will be applied to the solution of classic problems in computer science such as the Knight's Tour, Queens Eight, Soduko puzzles, Shortest Path, Transitive Closure, and the reduction of high computational complexity algorithms.

Prerequisite: Departmental approval.

1 hour a week 1 semester 1 credit.

Fall, Spring. Offered when there is a sufficient student demand.

Course is repeatable, not repeatable in the same academic year.

- **COM 310 - OPERATING SYSTEMS**

The emphasis of this course is on the efficient allocation and use of computer resources especially process and memory management, job scheduling, access to hardware and software resources, security and reliability. Examples will be drawn from standard operating systems (e.g. Windows NT, MS-DOS, UNIX). Questions relating to communications (timesharing, networking, concurrency, distributed systems, synchronization, and deadlocks) will be discussed.

Prerequisite: [COM 210](#) or equivalent with a minimum grade of C-.

3 hours a week plus lab. 1 semester. 3 credits.

Spring 2016.

- **COM 320 - PROGRAMMING LANGUAGES**

This course presents an overview of the syntax, semantics, and pragmatics of several higher level languages and the distinction between static and dynamic typing. Examples will be drawn from various classes of languages including procedural, declarative, functional, concurrent, visual, and object-oriented. The major applications (eg. artificial intelligence, data processing,

scientific/engineering, etc.) will be explored for each type of language. Formal languages and automata, including theories of parsing and language translation will be considered.

Prerequisite: [COM 210](#) or departmental approval

3 hours a week plus lab 1 semester 3 credits.

Not offered in Brooklyn. Offered in Long Island when there is sufficient student demand.

• COM 330 - COMPUTER GRAPHICS

This course presents an introduction to computer graphics hardware and software. Topics include: vector and raster graphics, viewports and windows, 2-dimensional and three dimensional modeling, viewpoints, rotations and translation transformations, animation and algorithms for line drawings, clipping and hidden line/surface removal. Students will implement these concepts to develop graphics package using a high level programming language.

Prerequisite: [COM 210](#) or departmental approval

3 hours a week 1 semester 3 credits.

Not offered in Brooklyn.

• COM 360 - COMPUTER COMMUNICATIONS AND NETWORKING

The Open System Interconnection (OSI) model provides the theoretical basis for the study of computer communications. Topics include the physical transmission of data, communication protocols and architecture, network addressing, services and applications such as file transfer (ftp), telnet, and e-mail. Topologies, design and implementation issues involved in LANs, WANs and internetworking will be explored.

Prerequisite: [COM 210](#), with a minimum grade of C-.

3 hours a week 1 semester 3 credits

Fall 2014, Fall 2016

- **COM 361 - INTRODUCTION TO CISCO NETWORKING**

This course uses a top-down approach to introduce network applications and application services. The layers of communication in data networks will be explained using network protocol models. Students will design and implement a classless IP addressing scheme for a network. Routers and switches will be used to design and configure a basic Ethernet network, and students will analyze the transport and network layer protocols. Routing protocols, such as RIPv1, RIPv2 and distance vector routing, will be examined and configured. Advanced technologies (voice, video, wireless and security) will also be introduced.

Prerequisite: [COM 360](#) or departmental approval.

3 hours a week 1 semester 3 credits.

Spring

- **COM 362 - ADVANCED CISCO NETWORKING**

This course focuses on LAN switching and WAN and wireless networks. Using a layered model approach, students will be taught to troubleshoot problems particularly at layers 1, 2, 3, and 7. They will perform and verify initial switch configuration tasks, and will configure, verify and troubleshoot VLANs, VTP, RSTP, DHCP and DNS operation on a router. They will configure and verify a basic WAN serial connection, a PPP connection between routers and Frame Relay. The impact of applications such as Voice over IP (VoIP) and Video over IP on a network will also be explored.

Prerequisite: [COM 360](#), [COM 361](#) or departmental approval.

3 hours a week 1 semester 3 credits.

Fall

- **COM 370 - ADVANCED COMPUTER PROGRAMMING**

This course will present advanced programming concepts such as inheritance, interfaces, multitasking, interactive network

programming, event handling, GUI generation and stream I/O and the use of these concepts in building programs of significant size. Applications, applets and servlets will be investigated. Students will apply the learned concepts by completing several programming projects of significant size.

Prerequisite: [COM 152](#) and [COM 210](#) or their equivalent.

3 hours a week 1 semester 3 credits

Spring 2015

- **COM 380 - DATABASE SYSTEMS**

An introduction to the principal functions of a Database Management System (DBMS), physical data organization, relational query languages, and issues of data security and consistency.

Prerequisite: [COM 152](#) or departmental approval.

3 hours a week 1 semester 3 credits

Fall 2014, Fall 2016

- **COM 390 - ADVANCED APPLICATION PROGRAMMING AND DATABASE SYSTEMS**

This course covers information systems design and implementation with a focus on database management systems. Students will apply design strategies, system analysis and project management principles along with advanced programming skills to create a full-scale database application. Students will utilize Project Management Software and embedded SQL in a high-level programming language such as Java or Visual Basic.Net.

Prerequisite: [COM 288](#) and [COM 380](#)

3 hours a week 1 semester 3 credits

Spring 2015

- **COM 470 - DIRECTED STUDIES**

Supervised study of the computer science literature, with the findings documented in a paper of significant depth or implemented in a challenging documented project. The approval of the professor offering the course is required to enroll in this course.

1 semester 1 or 2 credits.

Not offered in Brooklyn. Offered in Long Island when there is sufficient demand.

- **COM 490 - CURRENT TOPICS IN COMPUTING**

Seminar and directed readings on current topics (such as Neural Networks, Fractals and Image transmission, Distributed Databases, Computer Vision and Robotics, etc.).

Prerequisite: departmental approval

3 hours a week 1 semester 3 credits.

Not offered in Brooklyn. Offered in Long Island when there is sufficient student demand.

- **COM 498 - INTERNSHIP IN COMPUTER INFORMATION TECHNOLOGY**

The internship provides a carefully supervised experience in the use or management of a Computer Information Technology. A minimum of 100 hours will be spent in the academic, business or industrial community. Additional elective courses may be selected from the Business Administration/ Marketing and/or Accounting with Departmental approval.

Prerequisites: departmental approval.

Repeatable

2 or 3 credits.

- **COM 499 - INTERNSHIP IN COMPUTER**

SCIENCE

The internship in Mathematics/Computer Science is designed to provide the student with a carefully supervised “hands-on” experience in a particular area (eg. graphics, database management, systems analysis and design, software development, etc.). A minimum of 100 hours will be spent under the supervision of a member of the business-industrial community, acting in conjunction with a designated faculty member.

Prerequisite: Junior or Senior Mathematics/Computer Science major with departmental permission

2-3 credits

Not offered in Brooklyn.
repeatable.

Criminal Justice

- **CJ 158 - CRIMINAL JUSTICE
ADMINISTRATION**

An overview of the history, structure and function of the police, prosecutor, judicial and correctional organizations, and their interrelatedness. Through readings and an examination of Supreme Court cases, policy issues such as sufficient evidence, use of discretion and legal concerns will be discussed.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **CJ 244 - CORRECTIONS**

(FORMERLY SOC 244)

An investigation into the various punitive and rehabilitative philosophies and practices employed by the correctional field in dealing with crime and criminality. Topics include: history of corrections, theories of punishment, death penalty, sentencing, effectiveness of rehabilitation, community supervision, and restorative alternatives.

Prerequisite: [CJ 158](#)

3 hours a week. 1 semester. 3 credits.

Spring

- **CJ 245 - COMMUNITY CORRECTIONAL ALTERNATIVES**

This course will explore the historical development of probation and parole in the United States as well as current treatment philosophies, and strategies for supervision. It will focus on the relationship between prisons and the community and community-based correctional alternatives. Topics such as boot camps, electronic monitoring, drug courts, halfway houses, and intensive supervision will be explored with an emphasis on evaluating the empirical effectiveness of these alternatives. Speakers, field visit.

Prerequisite: [CJ 158](#)

3 hours a week. 1 semester. 3 credits.

Alternating Spring Semesters.

- **CJ 246 - RESTORATIVE JUSTICE**

Restorative Justice presents a new paradigm of community justice focusing on the three parties involved in crime: the offender, victim, and community. Crime is seen as an injury to people and the community, and thus the focus of justice shifts to repairing those injuries, with all parties participating in the outcome: vindication of the victim, opportunities of accountability and rehabilitation of the offender, and peace and public order for the community. Contrasts between the Restorative Justice Approach and the traditional retributive response to crime will be undertaken. Topics will include: mediation, victim-offender reconciliation, family group conferencing, community service, and offender reintegration. Films, speaker.

Prerequisite: [CJ 158](#)

3 hours a week. 1 semester. 3 credits.

Alternating Fall Semesters.

- **CJ 247 - CORRECTIONAL REHABILITATION AND REENTRY**

This course will examine innovative rehabilitation methods and programs from prevention, to correctional practice, to post-release. Students will be provided with knowledge about evidence-based practices and policies and their underlying theoretical frameworks. Topics will include: Risk and Need assessment, Gender specific Treatment Programs, Substance Abuse programs, etc.

Prerequisite: [CJ 158](#)

3 hours a week. 1 semester. 3 credits.

Alternating Spring Semsters.

- **CJ 248 - WOMEN AND CRIME**

The focus of this course is on women in the criminal justice system as victims, offenders, and professionals. Relevant theories (such as a discussion of the feminist criminological perspective), policies, and empirical studies, as well as the historical, socio-political, and cultural forces that gave rise to them will be examined. Topics may include: domestic violence and women who kill, women's trajectory into crime, runaways, drug use, girl gangs, female police officers, and mothers behind bars. Films, speakers.

Prerequisite: [CJ 158](#)

3 hours a week. 1 semester. 3 credits.

Alternating Fall Semesters.

- **CJ 257 - JUVENILE JUSTICE**

A study of the history and current philosophy and practice of the juvenile justice system, and the social, economic and political forces which have brought it to its present state. Students will examine the current levels and trends of juvenile delinquency and violence along with juvenile justice responses to them. Current issues such as transfer of juveniles to adult court, New York State PINS law, and Restorative Justice will be included.

3 hours a week. 1 semester. 3 credits.
Fall

- **CJ 266 - LAW ENFORCEMENT AND POLICING**

An examination of the evolution of public policing as an institution of social control, law enforcement policy and procedure, the organizational and administrative aspects of law enforcement, the role that police play in addressing crime as a social problem, the formation of police values and subculture, police discretion, and an understanding of the critical issues and challenges facing crime control today.

Prerequisite: [CJ 158](#)

3 hours a week. 1 semester. 3 credits.

- **CJ 270 - CRIMINALISTICS AND CRIME SCENE INVESTIGATION**

An introduction to modern methods used in detecting, investigation, and solving crimes. The practical analysis of evidence in a criminal investigation laboratory is covered. Topics include: photography, fingerprints, and other impressions, ballistics, documents, and handwriting, glass, and hair, drug analysis, and lie detection.

1 semester. 3 credits.

Spring 2016.

- **CJ 271 - COMPUTER APPLICATION AND CYBER CRIME**

This course examines basic computer technology, its evolution, and its application to the field of crime prevention and detection, apprehension and other applications within the criminal justice system. The course will also discuss evolving and emerging crime trends involving computers, computer technology, and crimes of

information such as identity theft. Relevant theories to explain crime trends will be covered, including Routine Activity, Environmental Criminology and others.

Prerequisite: [CJ 158](#) and [SOC 243](#)

Not offered in the evening or on Saturday.

1 semester. 3 credits.

Fall 2014.

• **CJ 272 - GEOGRAPHICAL INFORMATORY SYSTEMS**

This course will introduce the student to the historical evolution of mapping, and geography in the criminal justice system and then discuss the uses and applications of geographic information systems (GIS) in crime analysis, deployment of resources in the criminal justice system, and the uses of GIS in managing offender populations. Students will also have an introduction to the major GIS applications used in crime analysis Arch Info and Pitney Bowe Map Info.

Prerequisite: [CJ 158](#)

Not offered in the evening or on Saturday.

1 semester. 3 credits.

Spring 2015

• **CJ 273 - CRIME ANALYSIS AND POLICY**

This course is an overview of policy implementation and effectiveness in the criminal justice system. Policies and the short and long term impact on the various components of the criminal justice system will be evaluated. Contemporary topics such as the impact of drug enforcement policies, crime prevention, and alternative responses to crime will be discussed.

Prerequisite: [CJ 158](#)

Not offered in the evening or on Saturday.

1 semester. 3 credits.

Fall 2015.

- **CJ 277 - CRIMINAL PROCEDURE**

An examination of significant Supreme Court decisions, which define the parameters of acceptable police conduct and individual rights in their interaction with the police and criminal courts. An exploration of the unique issues relating to New York State—specific criminal procedure laws, understanding of crime, law and procedure, coverage of the Bill of Rights and the Constitutional limits of law, which is essential in dealing with the criminal justice population.

Prerequisite: [CJ 158](#)

3 hours a week. 1 semester. 3 credits.

- **CJ 278 - CRIMINAL LAW**

This course offers students an exposure to the basic principles, theories, and doctrine of criminal law in the United States. Some New York law will also be studied. It will include both historical and contemporary judicial thinking and legal reasoning. The course will consider how criminal law is actually administered in the real world and the impact of politics, race, class, and gender on these procedures. Controversial issues will be explored.

Prerequisite: [CJ 158](#)

3 hours a week. 1 semester. 3 credits.

- **CJ 324 - RESEARCH METHODS IN CRIMINAL JUSTICE**

A fundamental understanding of research design and data analysis in criminology and Criminal Justice. The course will examine quantitative and qualitative research methods (experimental design, quasi-experimental design, surveys, field research, secondary data analysis), types of data and measurement, probability, and sampling techniques.

Prerequisite: [CJ 158](#). Majors Only.

This course is applicable to the liberal arts requirements of the

curriculum.

3 hours a week. 1 semester. 3 credits.

Fall and Spring.

- **CJ 342 - INTERNSHIP IN CRIMINAL JUSTICE**

The internship is designed to give Criminal Justice majors, in their senior year, an experience working with a professional in a criminal justice agency. Students are placed in agencies congruent with their interests. Students are expected to work a minimum of 8 hours per week during the semester. Additional requirements include a journal of activities and completion of a major paper. Weekly seminar meetings will be held.

Prerequisite: [CJ 158](#). Majors Only. With Criminal Justice Department Approval.

3 hours a week 1 semester 3 credits.

Fall and Spring.

- **CJ 359 - INDEPENDENT STUDY IN CRIMINAL JUSTICE**

An opportunity for the student to do advanced work in a specialized area. Open to juniors and seniors in Criminal Justice Department, with departmental approval.

3 credits.

- **CJ 370 - SPECIAL TOPICS IN CRIMINAL JUSTICE**

This course will examine specialized issues in the criminal justice field, which are not covered in depth in the existing course offerings. It will allow professors in one of the multi disciplines within Criminal Justice to teach their area of expertise to students and facilitate interaction between faculty and students. Such topics may include (but not be limited to) DNA and Exonerations, the Supreme

Court throughout the Eras, Psychology of the Criminal Mind, etc.

Prerequisite: [CJ 158](#)

3 hours a week 1 semester 3 credits.

- **CJ 400 - CAPSTONE SEMINAR IN CRIMINAL JUSTICE**

The senior capstone course is based on readings and discussion of major works in the field of crime and the administration of justice. Original works are discussed in the context of the history of ideas, political ideologies, and contemporary developments. Seminar paper required.

Prerequisite: [CJ 158](#). Majors Only.

3 hours a week. 1 semester. 3 credits.

Fall and Spring.

Dance

- **DAN 101 - TECHNIQUE AND SOURCES OF MODERN DANCE**

A comprehensive course designed to provide students with an understanding of both the physical and creative aspects of dance. Emphasis on movement training in modern dance techniques. An introduction to dance as an art form: history and criticism, elements of choreography, the relationship of dance to other arts.

3 hours a week 1 semester 3 credits.

Spring

- **DAN 103 - DANCE THROUGH THE AGES**

An overview of the historical and social aspects of dance from early ballet to the present day. Various forms of dance will be performed.

In addition, the development of dance as an art form will be studied.
No previous dance experience required.

3 hours a week 1 semester 3 credits.

Fall

- **DAN 104 - INTRODUCTION TO HIP HOP DANCE**

([PE 104](#))

This course will introduce students to the movement fundamentals of the hip hop dance vocabulary. In addition, it will develop general movement skills, coordination and improve overall conditioning.
Open to all levels.

2 hours a week 1 semester 1 credits.

Fall

- **DAN 107 - INTRODUCTION TO LATIN DANCE**

([PE 107](#))

This course will introduce students to the movement fundamentals of the varied forms of Latin dance. In addition, it will develop general movement skills, coordination and improve overall conditioning.
Open to all levels.

2 hours a week 1 semester 1 credit.

Fall

- **DAN 110 - DANCE MOVEMENT I**

([PE 122](#))

This class will focus on the fundamental techniques of dance

movement, emphasizing expression and form. Exploring movement in space and the fundamentals of rhythm, the class will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week 1 semester 1 credit.
Spring 2014

- **DAN 112 - INTRODUCTION TO TAP DANCE**

(PE 129)

This course will introduce the student to the technique and fundamentals of tap dancing. Students will develop their skills as well as strengthening their tap sounds and quality. In addition, it will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week 1 semester 1 credit.
Fall

- **DAN 113 - INTRODUCTION TO THEATER DANCE**

(PE 130)

This class will introduce the student to theater jazz with a focus on technique, style, and performance. A range of Broadway musicals and choreographers from classic to modern will be covered. Open to all levels.

2 hours a week 1 semester 1 credit.
Fall

- **DAN 118 - INTRODUCTION TO AFRO-CARIBBEAN DANCE**

(PE 118)

This course will explore the fundamentals of movement in Afro-Caribbean Dance. Students will develop skills in isolations and polyrhythmic movement as well as developing general movement skills and coordination. Open to all levels.

2 hours a week 1 semester 1 credit.

Spring

- **DAN 201 - TECHNIQUE AND SOURCES OF MODERN DANCE II**

A continuation of [DAN 101](#) with an emphasis on choreography.

Prerequisite: [DAN 101](#) [DAN 103](#)

3 hours a week 1 semester 3 credits.

Spring 2014

- **DAN 270 - SPECIAL TOPICS IN DANCE**

This course will include various issues in dance not covered in depth in the regular course offerings of the department. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

3 hours a week 1 semester 3 credits.

Earth Science

- **ESC 110 - INTRODUCTION TO ASTRONOMY (LONG ISLAND CAMPUS)**

A study of the universe from the super-immense to the subatomic, emphasizing the moon, planets, comets, meteors, asteroids, stars, and galaxies. The origins of the contemporary universe and the

possibility of life elsewhere in the universe will also be considered. A constellation study and a planetarium experience will be an integral part of the course.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall, Spring

Lab fee-\$30

- **ESC 111 - INTRODUCTION TO THE SOLAR SYSTEM (LONG ISLAND CAMPUS)**

A detailed introduction to the solar system. Topics include the historical development of astronomy, the formation of the solar system, characteristics of its planets, moons, comets, and asteroids. Current findings of planetary probes and the identification of celestial objects will be an ongoing study, by way of evening observations and planetarium presentations.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall, Spring

Lab fee-\$30

- **ESC 112 - INTRODUCTION TO STELLAR ASTRONOMY (LONG ISLAND CAMPUS)**

An introduction to the study of the universe beyond the solar system. The focus includes the role of electromagnetic radiation in discovering the tremendous distances to the stars, the classification and study of galaxies, nebulae, star clusters, white dwarfs, black holes, neutron stars, and pulsars. Theories such as the evolution of the universe, possibility of space travel, and potential for life elsewhere will be discussed. Evening observations, planetarium trips will enhance these theories.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall, Spring

Lab fee-\$30

- **ESC 113 - SCIENCE IN SCIENCE FICTION
(LONG ISLAND CAMPUS)**

A practical introduction to many basic scientific principles can be effected by way of a film course in science fiction. The film-based course offers thought-provoking scenes related to topics in physics, astronomy, the greenhouse effect and nuclear phenomena. The course will be tailored each semester to investigate current events and technology.

Prerequisite: [MAT 105](#) or equivalent

Viewing assignments each week equivalent to three hours of class time 3 credits.

Fall and Spring

- **ESC 120 - INTRODUCTION TO GEOLOGY
(LONG ISLAND CAMPUS)**

A study of the earth with a view to understanding the mysteries of its forests, fields, glacial valleys, rocks, minerals, waterways, and fossils. Laboratory experiences provide opportunities to investigate these secrets of our planet.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall, Spring

Lab fee-\$30

- **ESC 130 - INTRODUCTION TO
METEOROLOGY (LONG ISLAND CAMPUS)**

A study of the natural and man-made factors which affect weather patterns on our planet and in our geographic area. This course offers the opportunity for students to investigate the long range climatic effects of such phenomena as the greenhouse effect, volcanic emissions, and depletion of the rain forests of the Amazon. The use of satellites and other modern equipment for weather analysis will be investigated.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Economics

- **ECO 120 - MACROECONOMICS**

(BUS 120)

National economic policy; inflation and unemployment in the business cycle; output and income determination; government expenditures and receipts; fiscal policy and monetary policy; Federal Reserve System and the banking system; variations in stabilization policy; the impact of capital-labor relations.

This course is applicable to the liberal arts requirements of the curriculum.

3 credits.

Fall and Spring

- **ECO 127 - COMPARATIVE ECONOMIC SYSTEMS**

Study of the philosophic and ideological basis of economic systems, how they solve various economic problems, and the current state of these systems. Attention will be focused on the variations in modern economic systems: capitalist, state capitalist, market socialist, socialist, and traditional. Individual countries will be used as case studies for analysis of these various economic systems.

3 credits

Spring 2015



COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Prefix: Code or Number: Type Keyword or Phrase:

All prefixes... 

All types... 

Find whole word or phrase only.

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ADMISSIONS AND FINANCES

STUDENT LIFE

ACADEMIC LIFE

DEPARTMENTAL PROGRAMS

INSTRUCTIONAL PROGRAMS

INTERDISCIPLINARY PROGRAMS AND COURSES

CERTIFICATE PROGRAMS

CAREER READINESS TRACKS

COURSE DESCRIPTIONS

MAPS AND DIRECTIONS

REGISTERS

ALUMNI ASSOCIATION

Economics

- **ECO 161 - INTERNATIONAL ECONOMIC PROBLEMS**

[BUS 161](#)

Survey of current problems covering international trade, international finance, the relations between technologically advanced and less-developed nations, and various international institutions. Focus on current issues of international economic policy.

3 credits

Fall

- **ECO 221 - LABOR ECONOMICS**

[\(BUS 221\)](#)

A study of the political economy of labor market demand and supply, the labor process and the philosophic foundations of various theories of labor. The course surveys the historical and current problems of labor organization and unions as well as the impact of race, gender and class on labor and income distribution.

Prerequisite: [ECO 120](#)

3 credits

Fall

- **ECO 222 - STATISTICS**

[\(BUS 222\)](#)

Collection and tabulation of statistical data. Simple correlation and regression analysis. Probability. Random variables. Normal distribution. Sampling and sampling distributions. Statistical inference. Use of Microsoft Excel, a spreadsheet program, integrated into the course.

Prerequisite: [MAT 113](#) or [MAT 200](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 credits

Fall and Spring

- **ECO 223 - MONEY AND BANKING**

([BUS 223](#))

The roles of money and credit, financial markets and institutions, and central banking in the U.S. economy. The banking system and its relationship with the Federal Reserve System, as well as international banking issues and problems, will also be analyzed and explored.

Prerequisite: [ECO 120](#)

3 credits

Spring

- **ECO 226 - MICROECONOMICS**

([BUS 226](#))

Marginal analysis of demand and supply, the individual firm, and market microstructure. Consumer behavior and producer behavior. Alternative models of price determination and profit maximization. The relation between input and output markets.

Prerequisite: [ECO 120](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 credits

Fall and Spring

- **ECO 278 - ECONOMIC GEOGRAPHY**

Geographic distribution of the economic activities of production, distribution, and exchange of goods and services. Particular attention is given to the location of economic activity as a function of unequal factor endowment.

3 credits

Fall and Spring

- **ECO 328 - HISTORY OF ECONOMIC THOUGHT**

A survey of the development of economic theory; issues and problems of the classical economists; Marx's critique of classical political economy; the roots of contemporary schools of thought. Selected primary readings are integrated into the course. Emphasis will be placed upon analysis of the relationship between value and price.

Prerequisite: [ECO 120](#)

3 credits

Fall 2014

- **ECO 359 - INDEPENDENT STUDY IN ECONOMICS**

An opportunity for students to do advanced work in a specialized area in Economics. Students will work with an Economics faculty member in studying and analyzing economic issues and topics of interest. Open to juniors and seniors with departmental approval.

Prerequisites: [ECO 120](#) and [ECO 226](#)

3 credits

- **ECO 370 - SPECIAL TOPICS IN ECONOMICS**

This course will include economic issues, developments or problems not covered in depth in the regular course offerings. It will enable

students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students. With departmental approval

3 credits

- **ECO 400 - SEMINAR IN ECONOMICS**

Seminar student selects jointly with instructor an economic topic to be researched; findings are reported in a formal paper; weekly meetings with instructor.

Prerequisites: at least 12 credits in the social sciences, and approval of the department.

3 credits

Spring

English

CO-CURRICULAR WORKSHOP IN YEARBOOK may be offered for academic credit in accordance with the policy that “students may earn 1/2 credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty.” Consult the Moderator of the Yearbook.

- **ENG 102 - BASIC WRITING SKILLS**

Geared to the needs of the professional, this course is an introduction to the basic principles of effective writing. Special attention is given to spelling, punctuation, tenses, cases, agreement, subordination, categorization, and modification. Idiomatic expression, vocabulary development, dictionary skills, sentence structure, and paragraph construction are stressed. Competence in all these areas is required.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Not offered in Patchogue.

- **ENG 102L - BASIC WRITING SKILLS LAB**

Based on the result of an applicant's writing sample, certain candidates will be required to take a three-hour weekly lab in addition to [ENG 102](#).

No grade/0 credit.

Not offered in Patchogue

- **ENG 103 - WRITING FOR EFFECTIVE COMMUNICATION**

Analysis and application of the principles of effective writing. Skill development in the performance of various writing tasks. Research techniques also implemented.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Fall

- **ENG 105 - CREATIVE WRITING**

Introduction to creative writing: various exercises in prose fiction, non-fiction, poetry, and playwriting; opportunity to develop skill in gothic style, fantasy, and humor.

Prerequisite: [ENG 103](#) or written permission of the chairperson.

3 hours a week 1 semester 3 credits.

Spring 2014

- **ENG 106 - DRAMATIC AND VISUAL WRITING**

A course in script-writing designed to give students an opportunity

to develop skill in the writing of short and/or long works for stage and/or screen. Students will also be expected to read work in progress and criticize each other's writing in class.

3 hours a week 1 semester 3 credits.

Spring 2013

- **ENG 107 - FICTION WRITING**

A course in advanced writing designed to give students an opportunity to develop skill in the writing of the short story. Students will also be expected to read work in progress and criticize each other's writing in class.

3 hours a week 1 semester 3 credits.

Fall 2013

- **ENG 108 - JOURNALISM**

Designed to introduce students to the principles of journalistic writing, the basic elements and issues of news stories, and the expository and investigative techniques essential for successful communication in the mode.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 109 - ANALYTICAL WRITING**

Emphasis on increasing student skill in the use of logical progression, clarity, analysis, and illustration in writing. Attention to grammar, sentence and paragraph structures, punctuation, and usage as backdrop to effective exposition, argumentation, and editing of written material.

Prerequisite: [ENG 103](#) or equivalent.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 110 - COMMUNICATION FOR PROFESSIONALS**

This course is designed to provide students with communication theories and proficiencies needed in professional organizations. Students will study the structural principles of this type of communication and its specialized writing techniques and formats, strengthen critical and editing skills, polish grammar and vocabulary, examine verbal and non-verbal communication modes, develop expertise in speaking and listening effectively.

3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 111 - THE LANGUAGE OF FILM**

A study of what is probably the most current and most popular form of communication. Film lectures will center on the history and development of film as an art form; class sessions will also include the viewing of selected short and feature films as well as discussion and written evaluation.

3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 112 - CLASSICAL LITERATURE**

([CLA 122](#))

A study of the human experience as reflected in the classic texts of East and West. Contributors to this study and to the foundations of culture are the authors of the Bhagavid Gita, Gilgamesh, and other eastern luminaries as well as Homer, Aeschylus, Sophocles, Euripides, and Virgil. This course may be credited to Classics or English.

3 hours a week 1 semester 3 credits.

- **ENG 113 - INTRODUCTION TO DRAMA**

Reading and discussion of plays representative of the richness in varying cultures and periods of World Drama designed to ask and answer the question: “What is the underlying, basic notion of the dramatic form?”

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 114 - INTRODUCTION TO POETRY**

A study of selected poems which embody the varieties of cultural experience. Poetic techniques will be examined in the work of diverse voices such as Rios, Lord, Giovanni, Angelou, and Brooks.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 115 - THE SHORT STORY**

Definition, characteristics, developmental history, and stylistic trends of the short story as a literary form in different cultural traditions. Reading and interpretation of representative modern short stories both in English and in translation.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 117 - THE NEW YORK SCENE IN LITERATURE**

A study of the extraordinarily diverse New York “scene,” from the 19th century to now, as reported and reflected in texts set in and around the environs of New York City. Works of authors like Irving, Whitman, Melville, James, Wharton, O. Henry, Crane, Cather, Fitzgerald, Runyon, Hurston, Cahan, Yezierska, Larsen, Powell, E.B. White, Frank O’Hara, Ellison, Capote, Baldwin, Morrison, Roth, DeLillo, Hijuelos, Chang-Rae Lee, and Colson Whitehead are included.

3 hours a week 1 semester 3 credits
Fall and Spring

- **ENG 119 - A RAINBOW OF VOICES**

This course explores the ethnic richness which characterizes American literary history. Emphasis is placed on African-American, Native-American, and Asian-American literature, as well as on the Chicano and Puerto-Rican contributions to this complex and yet closely woven tapestry.

3 hours a week 1 semester 3 credits.
Spring 2014

- **ENG 123 - FICTIONAL NARRATIVE**

An introductory survey of fictional narrative as exemplified in the novel and short story. Salient examples of each genre will be read and discussed.

3 hours a week 1 semester 3 credits.
Only offered at off site locations.

- **ENG 124 - POETRY AND DRAMA**

An introductory survey of poetic and dramatic forms. Exemplars will be chosen from diverse periods in literary history.

3 hours a week 1 semester 3 credits.

Only offered at off site locations.

- **ENG 125 - AN INTRODUCTION TO MAGAZINE WRITING**

This course will focus on longer-length, non-fiction articles; it is not a course in creative writing. Students will read and analyze articles in mainstream consumer and trade publications, receiving feedback from professional freelance writers. Included are tips for breaking into the field of freelance writing, as well as the different types of rights pertinent to authors and publishers. Covered also are the writing of query letters, the formal proposal of article ideas, source lists, and the conducting of interviews. Course may not be used for the core curriculum.

3 hours a week 1 semester 3 credits.

Fall 2013

- **ENG 140 - MIRACLES AND MASSACRES**

([SPN 140](#))

“Miracles and Massacres: Jews, Christians, and Muslims in Early English and Spanish Literature,” examines ethnic, racial and religious identity as represented in English and Spanish literature of the 12-16th centuries. In addition to enduring questions of conflict, diversity, and cross-cultural exchange, the course explores political and social relations among the religious communities particular to the medieval world and the Renaissance. The course includes an active online component and culminates with a study abroad experience in southern Spain.

3 hours a week 1 semester 3 credits

Spring 2014

- **ENG 199 - SUPERVISED INTERNSHIP**

Designed to give professional experience in a business organization

whose activities require the communication and research skills developed by English majors. The student is expected to work 100 hours with or without remuneration during the internship, keep a log, and submit a paper applying the skills developed in various English courses to the internship assignment. A member of the English faculty will supervise the internship and will receive and consider the evaluations made by a representative of the business in assessing student performance.

1 semester 3 credits.

Fall and Spring

- **ENG 201 - INTRODUCTION TO READING LITERATURE CRITICALLY**

This course helps students to develop skills for the close reading of literature, including poetry, drama, and novels. Every section introduces students to essential literary terms and critical vocabulary, aiming to equip students with the skills and knowledge needed for success in the major. Both in-class discussions and student essays will provide opportunities for students to formulate original and analytic interpretations of the primary readings. This course approaches reading, writing, and thinking as interdependent skills that ground the interpretive process. *Required of all Majors as soon as possible after the major is declared.*

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 202 - LITERATURE AND THE WRITING PROCESS**

This course extends the process of English composition by introducing students to literary genres and methods of writing essays in relation to them. Students will read poetry, drama, and fiction as part of the course content. As a writing-intensive course, students will produce regular informal journal assignments, short essays, and one research paper. *Required of all concentrates by the end of their junior year.*

- **ENG 203 - ADVANCED EXPOSITORY WRITING**

This course is designed to provide students an opportunity to develop critical voices in expository writing. Emphasis is placed on the academic writing process, organizational patterns and development of rhetoric. Students will be able to create coherent writing whose purpose is to inform and explain. instructors will also help students to understand and employ the basic elements of persuasive argument writing. This course includes a research component.

Prerequisite: [ENG 103](#)

1 semester. 3 credits.

Fall, Summer.

- **ENG 211 - FILM/MEDIA GENRE**

Focused study of the history, criticism, and theory of genre (Westerns, gangster films, musicals, melodramas, science-fiction films, etc.) as the concept relates to film and media then and now. Approaches will vary among studies of Hollywood and of other selected national cinemas, periods, movements, and filmmakers.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 212 - FILM/MEDIA AUTHORSHIP**

Focused study of the history, criticism, and theory of authorship as the concept relates to film and media then and now. Approaches will vary among studies of the processes of adaptation and/or the work of creative figures (directors, writers, producers, stars, etc.) within Hollywood and other selected national cinemas, periods, and movements.

3 hours a week 1 semester 3 credits.
Spring 2014, 2015

- **ENG 213 - FILM/MEDIA AND SOCIETY**

Focused study of the history, criticism, and theory of film and media as social practices, with an emphasis on historical contexts and cultural ideologies, then and now. Approaches will vary among studies of Hollywood and other selected national cinemas, periods, movements, and filmmakers.

3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 214 - FILM/MEDIA FORM**

Focused study of the narrative, dramatic, and poetic formal practices of film and media, with an emphasis on analyzing storytelling style among Hollywood and other selected national cinemas, periods, movements, and filmmakers.

3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 218 - MEDIEVAL IMAGINATIONS**

(FORMERLY Medieval Literature)

This course provides an inclusive introduction to medieval literatures and cultures, surveying a range of texts and topics that situate medieval English literature within its global context. Readings will include Middle English literature as well as translations from Anglo-Saxon, Arabic, and European literatures produced between 500 and 1500AD. The instructor will focus the syllabus around major genres, questions, problems, or themes at his/her discretion.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.

- **ENG 219 - LITERATURE OF THE ENGLISH RENAISSANCE**

Nondramatic literature of the English Renaissance as exhibited in the more important works in verse and prose of such representative writers as More, Sidney, Spenser, Marlowe, and Shakespeare.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 221 - SEVENTEENTH CENTURY LITERATURE**

The prose and poetry of the seventeenth century with religious, political, and social backgrounds; the Puritan, the Cavalier, and the Metaphysical writers of the century; the Restoration and its literature.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Spring 2014

- **ENG 222 - THE AGE OF JOHNSON**

The prose and poetry of the eighteenth century with political and social backgrounds from the time of Pope through the days of Dr. Johnson; discussion of the beginnings of romanticism.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Spring

- **ENG 233 - PROSE AND POETRY OF THE ENGLISH ROMANTIC MOVEMENT**

A study of the works, including poetry and prose, of the six major Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall 2014

- **ENG 237 - MODERN AMERICAN DRAMA**

A study of the major American dramatists of the twentieth century. Students will read approximately one play per week, with screenings of adaptations as assigned by the instructor.

3 hours per week 1 semester 3 credits.
Spring 2014

- **ENG 238 - MODERN EUROPEAN DRAMA**

A study of the development of modern European drama from Ibsen to the Theater of the Absurd.

3 hours per week 1 semester 3 credits.
Spring 2014

- **ENG 243 - NINETEENTH CENTURY BRITISH NOVEL**

A study of the major nineteenth century novelists from Jane Austen to George Eliot.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.

- **ENG 245 - MODERN BRITISH NOVEL**

Beginning with Thomas Hardy, this course will explore the many and developing facets of the modern British novel. The novelists' interest in experimental techniques of continental fiction will also be addressed.

Prerequisite: a 100-level literature course

3 hours a week 1 semester 3 credits

Spring

- **ENG 253 - MODERN POETRY**

Detailed analysis of Eliot, Frost, Yeats, and Stevens with emphasis (shifting) on such poets as: Berryman, Brooks, Hughes, Larkin, Heaney, Moore, Sexton, Williams and others.

Prerequisite: a 100-level literature course

3 hours a week 1 semester 3 credits.

Spring 2014

- **ENG 255 - COMEDY**

This course will survey the richness of American and European comedy from ancient Greek and Roman drama through Theater of the Absurd to the contemporary television sitcom. Students will read, interpret, and apply theories of comedy from Aristotle to Henri Bergson to Larry David. Readings may include: Aristophanes, Plautus, Shakespeare, Moliere, Wilde, Synge, Beckett, Ionesco (and others).

Prerequisite: a 100-level literature course

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 256 - THE BIBLE AS LITERATURE**

A study of the historical development of the Bible; literary analysis of selections from the Old Testament with emphasis on poetic and narrative elements.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 259 - MODERN AMERICAN NOVEL**

An examination of the new fictional techniques and thematic concerns of the American novel beginning with Henry James and including such writers as: Wharton, Hemingway, Fitzgerald, Dreiser, Lewis, Ellison, Wright, Momaday, and Morrison.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Spring 2014

- **ENG 261 - AFRICAN AMERICAN LITERATURE**

A study of the contributions of the African-American community to the literature of the United States. The course will include folktales, the lyrics of spirituals, gospel and jazz compositions, slave narratives, works from the Harlem Renaissance and works of major writers such as Frederick Douglass, Harriet Jacobs, Langston Hughes, Zora Neale Hurston, Ralph Ellison, James Baldwin, Toni Morrison, Alice Walker.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall 2014

- **ENG 262 - RESONANT VOICES**

This course will introduce students to a range of writers representing the more contemporaneous international literary scene. It is intended to expand and deepen their knowledge of figures and genres outside the traditional canons of American and British literature. Longer and more sophisticated works of such diverse authors as the following will be studied: Chinua Achebe, Jorge Luis Borges, Nadine Gordimer, Tato Laviera, Gabriel Garcia Marquez, V.S. Naipaul, Wole Soyinka, Derek Walcott, Naguib Mahfouz (and others).

Prerequisite: a 100-level literature course

3 hours a week 1 semester 3 credits.

Spring 2014

- **ENG 265 - LITERATURE AND THE ENVIRONMENT**

This course will survey important writings on nature and introduce students to “eco-criticism,” an approach to literature that emphasizes a study of the role of place and environment in the expression of important literary themes. Major authors of study may include Henry David Thoreau, Walt Whitman, Robert Frost, Ursula Le Guin, N. Scott Momaday, Leslie Marmon Silko, Rachel Carson, and Derek Walcott.

Prerequisite: a 100-level literature course

3 hours a week 1 semester 3 credits.

Fall and Spring

- **ENG 278 - BROOKLYN VOICES**

Brooklyn’s literary history is as diverse and dynamic as the borough itself. Brooklyn writers and writing about Brooklyn demonstrate this borough’s consistent vibrancy and singular place in the literary history of America and the world. This course will feature short pieces from a diverse array of writers, as well as longer representative works, also featuring work from writers visiting the SJC Brooklyn campus in its Brooklyn Voices reading series.

1 semester. 3 credits.

- **ENG 292 - SURVEY OF BRITISH LITERATURE I**

This course surveys British literature from the Anglo-Saxon period through the Renaissance and considers the changing status of the vernacular, the Reformation, and the problem of periodization, among other literary historical issues. This intense journey through canonical literature promises to surprise not only with lovely verse and stirring imagery, but also by questioning and querying everything from what it means to be human to the authority of the written word itself. *Required of all majors.*

3 hours per week 1 semester 3 credits
Fall and Spring

- **ENG 293 - SURVEY IN BRITISH LITERATURE II**

This course surveys British literature from the 17th century through the present day, addressing major movements in literature and culture such as Enlightenment, Romanticism, the rise of the novel, Victorianism, and literary Modernism. This exciting voyage through canonical literature will delight and surprise with exquisite language and challenging concepts.

3 hours per week 1 semester 3 credits
Fall and Spring

- **ENG 294 - SURVEY IN AMERICAN LITERATURE FROM BEGINNINGS TO 1865**

A detailed consideration of the diverse components of American literature from its beginnings to the Civil War. *Required of all majors and concentrates.*

3 hours per week 1 semester 3 credits
Fall and Spring

- **ENG 295 - SURVEY IN AMERICAN LITERATURE SINCE 1865**

A detailed consideration of the diverse components of American literature from the Civil War to the present.

3 hours per week 1 semester 3 credits
Fall and Spring

- **ENG 300 - SCHOLARLY WRITING ABOUT LITERATURE**

Introduction to the techniques of written textual analysis, including the role of literary theory in the production of scholarly writing. *Required of English majors by the end of their junior year. This course is only open to English majors, minors and concentrates.*

3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 303 - CONTINENTAL MASTERWORKS**

An examination of acclaimed masterpieces (in translation) from Western literary traditions other than the English. Selected from the following: Song of Roland, Dante's Comedy and other works, Boccaccio's Decameron, Erasmus' Praise of Folly, Cervantes' Don Quixote, Voltaire's Candide.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Spring 2014

- **ENG 305 - CHAUCER**

This course focuses on the writings of Geoffrey Chaucer and covers enduring themes and issues in Chaucer criticism, such as class, religion, politics, love, England, internationalism, and the authority of the vernacular.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Spring 2014

- **ENG 320 - MILTON**

Reading and interpretation of Paradise Lost, Paradise Regained, Samson Agonistes, together with Milton's minor poems and selections from his prose. Class discussions and reports suggested by the study.

Prerequisite: a 100-level literature course
3 hours a week. 1 semester. 3 credits.
Spring.

- **ENG 332 - SHAKESPEARE**

Reading and interpretation of some of Shakespeare's best-loved and most widely known works; study of the types of Shakespeare's plays, structure and character development, major themes.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 358 - AMERICAN RENAISSANCE**

This course will include a study of the major fiction, non-fiction, and poetry of American writers from 1820–1890, the period of romanticism, transcendentalism, nationalism, abolitionism, and

realism.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 359 - AMERICAN LITERATURE, 1890–1945**

This course will include a study of the major fiction, non-fiction, poetry, and drama of American writers from the period of realism, naturalism, industrialism, immigration, World War I, modernism, the jazz age, the Depression, and World War II.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 360 - AMERICAN LITERATURE SINCE 1945**

This course will include a study of the major fiction, non-fiction, poetry, and drama of American writers from World War II to the contemporary era.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 370 - SELECTED THEMES OR TOPICS OF LITERARY INTEREST**

This course deals with literary issues, developments, or problems not covered in depth in the regular course offerings. It enables students to take advantage of faculty expertise in diverse and mutually interesting areas. Recent offerings have showcased (or will highlight) such topics as: “African-American Women Writers,” “Out

of Africa & India: Modern English Literature,” “The Immigrant Voice in America,” “The African-American Literary Consciousness,” “Thomas Malory and the Emergence of King Arthur in Medieval Literary Types.”

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall and Spring

- **ENG 414 - MIDDLE ENGLISH LITERATURE**

This course explores Middle English literature beyond the works of Geoffrey Chaucer. Readings will be in the original language; and students will learn to analyze Middle English closely and carefully. Individual instructors may tailor this course to examine a variety of genres, themes, or topics, including but not limited to: Alliterative Verse, Arthurian Literature, Dream Visions, Literature of Dissent, Middle English Drama, Middle English Romance, and the Piers Plowman Tradition.

Prerequisite: ENG 218 or ENG 305, or department permission
3 hours per week 1 semester 3 credits
Spring 2014

- **ENG 420 - SENIOR SEMINAR IN FILM/
MEDIA STUDIES**

An advanced level seminar addressing complex issues in film/media. Courses will be generally rooted in theory, but may also involve intensive research in film/media history.

Prerequisite: Any English Department Film/Media course.
1 semester. 3 credits.

- **ENG 430 - SENIOR SEMINAR: JANE AUSTEN**

This course will look at all six of Austen’s novels in order to analyze Austen’s innovations in the writing of a realist novel; we will

examine her language, style and structure, her use of pastiche and parody, irony. We will examine her literary influences, the Gothic novel, Romanticism, and we will look at her biography and the historical context of her works, particularly the French Revolution. We will try to answer the questions, why are her works alive and well, frequently filmed, frequently updated?

1 semester. 3 credits.

- **ENG 434 - VICTORIAN PROSE & POETRY**

A study of representative Victorian poets and prose writers, such as Tennyson, Browning, Mill, Arnold, Newman and Hopkins; current social and intellectual movements with relation to the literature of the period.

Prerequisite: a 100-level literature course
3 hours a week 1 semester 3 credits.
Fall 2013

- **ENG 450 - SENIOR SEMINAR:
COMPARATIVE AUTHORS**

This course offers an opportunity to study two authors in depth. These authors may share a common cultural heritage (e.g. Ellison and Morrison), have similar themes in their work (e.g. Hawthorne and Faulkner), or demonstrate an influence of one upon the other (e.g. Whitman and Ginsberg). **NOTE: Students may repeat this course if topics are different.**

1 semester. 3 credits.

- **ENG 460 - SENIOR SEMINAR: KATE
CHOPIN, EDITH WHARTON AND WILLA
CATHER**

A comparative study of the fiction of three major American authors

whose work transformed the possibilities and point of view of literary realism.

1 semester. 3 credits.

- **ENG 462 - SENIOR SEMINAR: EUGENE O'NEILL**

A study of at least a dozen plays tracing the development of America's first major dramatist.

1 semester. 3 credits.

- **ENG 465 - SENIOR SEMINAR: THE AMERICAN CONFESSIONAL POETS**

A close study of the major poets associated with "confessional" writing, where the poet is perceived as speaking differently from his/her life, the stereotyped "tortured soul." One important question will consider is how this perception has often clouded critical perceptions of these poets, and how we might be able to step back and look at the artistry in their greatest works. Poets to be closely studies include: Robert Lowell, Sylvia Plath, Anne Sexton, W.D. Snodgrass, and John Berryman.

1 semester. 3 credits.

- **ENG 468 - SENIOR SEMINAR: CONTEMPORARY NATIVE AMERICAN LITERATURE**

A study of the work of contemporary Native American authors, such as N. Scott Momaday, Luci Tapahonso, David Ortiz, Joy Harjo, James Welch, Leslie Marmon Silko, Gerald Vizenor, Louise Eldrich, and Sherman Alexie. This literature draws on Native American oral tradition to explore the historical ongoing "cultural

contact” between Native and European identities, seeking to create works that resist and renew.

1 semester. 3 credits.

- **ENG 487 - THE SENIOR THESIS**

A focused, research-oriented project. Its product is the senior thesis. Required of English majors in their senior year.

Mentored, independent study 1 semester 3 credits.

Fall only

French

- **FRE 151 - ELEMENTARY I**

A communicative approach to the fundamentals of the French language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with [FRE 152](#), is designed to enable students to communicate in French in everyday situations. For students who have no previous knowledge of French.

3 hours a week 1 semester 3 credits.

Fall

- **FRE 152 - ELEMENTARY II**

A continuation of [FRE 151](#) with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of French culture. Open to students who have completed [FRE 151](#) or its equivalent.

3 hours a week 1 semester 3 credits.

Spring

- **FRE 201 - INTERMEDIATE I**

This course seeks to develop intermediate-level communication skills in French. Students will improve their proficiency in speaking, reading, and writing French through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language. Open to students who have completed [FRE 152](#) or its equivalent.

3 hours a week 1 semester 3 credits.

Fall

- **FRE 202 - INTERMEDIATE FRENCH II**

A continuation of [FRE 201](#). In this course, students will communicate in French on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed.

Prerequisite: [FRE 201](#)

3 hours a week 1 semester 3 credits.

Spring

- **FRE 211 - FRENCH READINGS I**

Readings and discussions based on French texts. Review of the language through literature, civilization, and the contemporary scene.

3 hours a week 1 semester 3 credits.

- **FRE 212 - FRENCH READINGS II**

Advanced readings and discussions based on French texts.
Continued study of the language through literature, civilization, and the contemporary scene.

3 hours a week 1 semester 3 credits.

General Studies

- **GS 110 - PORTFOLIO AND CAREER DEVELOPMENT SEMINAR**

A course designed to facilitate the assessment of prior learning for the purpose of composing and constructing an experiential portfolio. The assessment process consists of individualized exercises designed to help the student identify acquired skills and competencies and culminates in relating these to coursework as well as to career goals. Emphasis is placed on career planning, exploration, and development. This course is required of all students seeking prior experiential learning assessment credit. Students must take the GS 110 Portfolio and Career Development Seminar before their last semester. In order to register for the Seminar, students must be fully matriculated, have earned 36 credits toward their program at St. Joseph's or elsewhere, have attained a 2.5 index, have met with a P.E.L.A. advisor, and have obtained the advisor's written approval. (See campus based registration procedures for application deadlines.) The P.E.L.A. Coordinator reserves the right to limit students' programs during the semester in which the students are enrolled in the Seminar.

3 hours a week, 1 semester, 3 credits. Pass/No Credit

[ENG 103](#) , approval of P.E.L.A. coordinator
3 credits
\$250.00

- **GS 111 - EXPERIENTIAL PORTFOLIO SEMINAR**

This course is designed to facilitate the assessment of prior learning for the purposes of composing and constructing an experiential

portfolio as professional narrative. Emphasis will be placed on an exploration of the theoretical foundations of prior experiential learning for the adult student. Students must take GS 111 before their last semester. In order to register for the Seminar, students must be fully matriculated, have earned 36 credits toward their degree at St. Joseph's or elsewhere, have attained at 2.5 index, have met with a PELA advisor, and have obtained the advisor's written approval.

Prerequisite: [ENG 103](#), approval of P.E.L.A. coordinator.
1 hour a week 1 semester 1 credit. Pass/No Credit

- **GS 111L - EXPERIENTIAL PORTFOLIO SEMINAR**

This course is designed to facilitate the assessment of prior learning for the purposes of composing and constructing an experiential portfolio as professional narrative. Emphasis will be placed on an exploration of the theoretical foundations of prior experiential learning for the adult student. Students must take [GS 111](#) before their last semester. In order to register for the Seminar, students must be fully matriculated, have earned 36 credits toward their degree at St. Joseph's or elsewhere, have attained at 2.5 index, have met with a PELA advisor, and have obtained the advisor's written approval.

Prerequisite: [ENG 103](#), approval of P.E.L.A. coordinator.
1 hour a week 1 semester 0 Credit

- **GS 260 - DIVERSITY AND SENSITIVITY IN THE WORKPLACE**

This course is designed to explore the various unique differences among individuals and groups in our society and in the workplace; so that we will become culturally aware and respectful of these human differences. The students will learn how to identify personal prejudice and misinformation, enhance individual ability to effect change on the personal, interpersonal and cultural level and develop analytical and problem solving skills to understand and to deal constructively with problems that arise from cultural diversity or other types of differences. Students may not earn more than 5 credits

by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

This course is applicable to the liberal arts requirements of the curriculum.

1 hour a week 1 semester 1 credit.

- **GS 261 - DISABILITIES IN SOCIETY AND THE WORKPLACE**

This course explores the treatment of individuals with disabilities throughout history. It examines the attitudes, perceptions and emotional reactions toward disabilities, and how these may contribute toward marginalizing this population. It looks at the development of educational and employment rights, and reviews how technological adaptations have reduced barriers to full integration into society. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

This course is applicable to the liberal arts requirements of the curriculum.

1 hour a week 1 semester 1 credit.

- **GS 398 - BECOMING/COLLEGELEVELLEARNER**

This course is designed for adults who have pursued a non-traditional route to college. Its primary goals are to introduce students to the demands of academic rigor at the post-secondary level, help students develop strategies for balancing those expectations with the demands of everyday life and to make explicit the connections between acquiring college level abilities and achieving their personal and professional goals.

3 credits

- **GS 400 - ADULTS IN TRANSITION**

Designed for adults, this seminar has two interrelated goals: 1) to provide the opportunity for self-exploration and understanding, and 2) to support the development of a life, career, and educational plan. Selected readings and exercises will focus on adult issues such as adult development through the life cycle, transitions, career exploration and development, life pattern differences between men and women, values and the creation of meaningful, realistic personal goals. Pass/No Credit.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **GS 401 - PROBLEM SOLVING FOR PROFESSIONALS**

This course focuses on the methodology of problem solving. Emphasis is placed on the application of various problem-solving models to life experience problems as well as to professional problems. Students will be asked to contribute problems from their own experience for analysis.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **GS 402 - CRITICAL THINKING FOR PROFESSIONALS**

The goal of this course is to teach students the analytical skills necessary for the assessment and evaluation of arguments, reports, newspaper articles, and editorials as well as the application of these skills to the decision-making process attending their professional activities.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **GS 404 - ADMINISTRATION AND THE LIBERAL ARTS**

([HA 404](#))

This course, designed for management and health administration majors, focuses on the relationship between the liberal arts and the issues related to administration. With perspectives provided by the social sciences and the arts and humanities, this course explores the rise of the management dynamic; the growth of technology and industrial power; administrative styles; the effect of corporate and organizational life on the individual and society; the conflict between power and responsibility. (Suggested antecedent course: [BUS 100](#) or [HA 481](#))

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **GS 406 - COMMUNITY SERVICE-LEARNING**

This course is designed to provide students with the opportunity to engage in academic community service while reflecting on their experiences. Students will explore service-learning theory and civic engagement through class discussion and online forums. Together, the class will learn the processes of social change, community empowerment, and intervention strategies to remedy relevant social justice issues. An important focus of the course is on improving cultural sensitivity and fostering socioeconomic understanding. Current topics will be presented and analyzed in the context of service-learning.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **GS 423 - PRINCIPLES OF TRAINING AND**

STAFF DEVELOPMENT

(HA 423)

This course provides a survey of the methods used in the training and career development of employees in the service of individual and organizational effectiveness. Central to the course is its focus on planning, designing, and implementing an overall training and development effort for an organization.

3 hours a week 1 semester 3 credits.

- **GS 424 - TRAINING AND DEVELOPMENT TECHNIQUES**

(CHA 424)

This course focuses on conducting a specific training and development program, including developing a needs analysis, creating program objectives, selecting an appropriate teaching methodology, identifying instructional aids, and developing an evaluation instrument.

3 hours a week 1 semester 3 credits.

- **GS 427 - SPECIAL TOPICS**

This course provides students with the opportunity to participate in a focused exploration of a current topic pertaining to their field. Students may not earn more than 5 credits by taking CHA 426 or GS 427. Three one-credit options are not equivalent to a three-credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

- **GS 468 - PRACTICUM IN TRAINING AND STAFF DEVELOPMENT**

(CHA 468)

A supervised internship in training and staff development is made available to students on an individual basis. Approval required. Placements are arranged by students and instructor. Prerequisites: Required courses for the Certificate in Training and Staff Development.

Hours to be arranged. Typically no evenings or weekends. 3 credits.

Health Administration

- **HA 200 - FUNDAMENTALS OF FINANCIAL ACCOUNTING**

(ACC 200)

This course is an introduction to the field of accounting and to the development and use of financial accounting information in the business world. This course emphasizes accounting techniques and procedures, accounting theory, and interpretation and use of accounting information. Topics include financial statements preparation, merchandising accounting, systems and controls, financial assets, plant assets, corporate accounting and financial statement analysis.

3 hours a week 1 semester 3 credits.



COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

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CERTIFICATE PROGRAMS

CAREER READINESS TRACKS

COURSE DESCRIPTIONS

MAPS AND DIRECTIONS

REGISTERS

ALUMNI ASSOCIATION

Health Administration

- **HA 230 - HUMAN RESOURCES
MANAGEMENT**

([BUS 230](#))

A review of the theory of the effective management of human resources. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and evaluation methods, compensation and reward or motivational programs, legal and regulatory requirements and the role of collective bargaining. The course utilizes the case method supplemented with an assigned text. (Suggested antecedent course: [BUS 100](#) or [HA 481](#))

3 hours a week 1 semester 3 credits.

- **HA 244 - HEALTH CARE POLICY**

The intention of this course is to give students an understanding of how health care policy is developed and to identify key players in the development and implementation of health care so that they can use this knowledge to develop skills needed to positively impact health care policy as health care managers. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

- **HA 245 - OSHA (OCCUPATIONAL SAFETY
AND HEALTH ADMINISTRATION)**

The purpose of this course is to provide students with an overview of the functions and requirements of the U.S. Department of Labor's Occupational Safety and Health Administration. The course

examines the federal mandate to assure safe and healthful working conditions for working men and women by authorizing enforcement of the standards developed under the OSH Act implemented in 1970 and revised in 2004. The course will address the federal government's role in assisting and encouraging states in their efforts to assure safe and healthful working conditions by providing for research, information, education, and training in the field of occupational safety and health and for other purposes. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

- **HA 246 - HEALTH CARE PROVIDERS AS FIRST RESPONDERS**

This is an overview course that emphasizes the unique and daunting challenges faced by the health care delivery system and health care workers as first responders. It examines the health care manager's responsibilities in terms of protecting public health, personal and professional risks, and the role of the health care manager in crisis and disaster planning and management. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

- **HA 247 - TAKING SIDES: CLASHING VIEWS ON BIOETHICAL ISSUES**

The purpose of this course is to introduce students to bioethics through critical analysis of contemporary issues related to health care delivery and management. The course will address human choices and actions that typically occur in medical practice, such as end-of-life decision-making and will extend to other areas where human life and health are involved, such as artificial reproduction, research ethics, cloning, and stem cell research, and the doctor-patient relationship. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options

are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

- **HA 404 - ADMINISTRATION AND THE LIBERAL ARTS**

([GS 404](#))

This course, designed for management and health administration majors, focuses on the relationship between the liberal arts and the issues related to administration. With perspectives provided by the social sciences and the arts and humanities, this course explores: the rise of the management dynamic; the growth of technology and industrial power; administrative styles; the effect of corporate and organizational life on the individual and society; the conflict between power and responsibility. (Suggested antecedent course: [HA 481](#))

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HA 408 - EPIDEMIOLOGY**

([HS 408](#))

An introduction to the science of epidemiology dealing with the incidence, distribution, and control of disease in the population. Concentration is directed toward health promotion and disease prevention at institutional and community levels. The role of public health and other agencies is also discussed.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HA 423 - PRINCIPLES OF TRAINING AND STAFF DEVELOPMENT**

(GS 423)

This course provides a survey of the methods used in the training and career development of employees in the service of individual and organizational effectiveness. Central to the course is its focus on planning, designing, and implementing an overall training and development effort for an organization.

3 hours a week 1 semester 3 credits.

- **HA 424 - TRAINING AND DEVELOPMENT TECHNIQUES**

GS 424

This course focuses on conducting a specific training and development program, including developing a needs analysis, creating program objectives, selecting an appropriate teaching methodology, identifying instructional aids, and developing an evaluation instrument.

3 hours a week 3 credits

- **HA 430 - HEALTH CARE DELIVERY SYSTEM**

An in-depth study of the organization of the U.S. health care delivery system. Special attention is given to practices and problems affecting providers and consumers of health care. Recent changes in the financing mechanisms and their impact on distribution of services are discussed.

3 hours a week, 1 semester, 3 credits.

- **HA 432 - AMBULATORY CARE
ADMINISTRATION**

This course focuses on the delivery of health services on an outpatient basis, including the administration of other health services, including physician practice management techniques provided in the ambulatory setting. Governmental regulations, organizational considerations, staffing patterns, quality issues, and reimbursement are examined.

3 hours a week, 1 semester, 3 credits.

- **HA 433 - MANAGED CARE**

An overview of the evolution of managed care and current trends, including systems terminology, public policy, and market performance issues. (Students who have taken the one credit course CHA 426 Health Topics: Managed Care cannot take this 3 credit course.)

3 hours a week, 1 semester, 3 credits.

- **HA 435 - CONTINUOUS QUALITY
IMPROVEMENT**

The course will focus on the shift in health care to CQI, risk management, and client satisfaction. Emphasis will be placed on compliance with an accreditation by regulatory agencies. It will also examine the different strategies and evaluation techniques that can feasibly result in increased productivity and performance in the delivery of health care services from the development of CQI to TQM.

3 hours a week, 1 semester, 3 credits.

- **HA 437 - HOME CARE ADMINISTRATION**

This course focuses on the operation and administration of the many types of home care providers. The evaluation and growth of home care is discussed. Also covered are such topics as: government regulations, financing, staffing, continuing education needs, and marketing. (Suggested antecedent course: HA 430)

3 hours a week, 1 semester, 3 credits.

- **HA 438 - HOSPICE CONCEPTS**

This course explores the history and principles of the hospice movement, particularly within the context of New York State Regulations. Topics for study include administration/finance, the interdisciplinary team, the family as a unit of care, pain/symptom management, home/in-patient care, and bereavement care.

3 hours a week, 1 semester, 3 credits.

- **HA 439 - PRACTICUM IN THE HOSPICE FIELD**

A supervised field experience in a hospice setting, this course is made available on an individual basis. Approval required. Placements are arranged by students and instructor.

Prerequisites: Required and elective courses for the Certificate in Hospice. Hours to be arranged. Typically no evenings or weekends. 3 credits.

- **HA 456 - PROGRAMS AND RESOURCES IN AGING**

(HS 456)

This course examines government and private programs and resources in aging, at national, state, and local levels. Specific topics include income maintenance, public entitlements, housing options,

crime prevention, and care management. Community programs presented include nutritional services, adult day care, senior centers and in-home services. In addition to addressing demographic, political and fiscal realities, this course will explore future trends and advocacy.

3 hours a week, 1 semester, 3 credits.

- **HA 459 - PRACTICUM IN GERONTOLOGY**

(HS 459)

A supervised field experience in gerontology, this course is made available to students on an individual basis. Approval required. Placements in the community, suitable to the student's needs, are arranged by the instructor in consultation with the student.

Prerequisites: Required and elective courses for the Certificate in Gerontology.

Hours to be arranged. Typically no evenings or weekends. 3 credits.

- **HA 466 - INTERNSHIP IN HEALTH ADMINISTRATION**

(Formerly Practicum in the Health Field)

A supervised internship in the health area, this course is made available to students on an individual basis. Approval required. Placements are arranged by students and instructor.

Hours to be arranged. Typically no evenings or weekends. 2–6 credits maximum.

- **HA 468 - PRACTICUM IN TRAINING AND STAFF DEVELOPMENT**

(GS 468)

A supervised internship in training and staff development is made available to students on an individual basis. Approval required. Placements are arranged by students and instructor.

Prerequisites: Required courses for the Certificate in Training and Staff Development.

Hours to be arranged. Typically no evenings or weekends. 3 credits.

- **HA 481 - HEALTH CARE MANAGEMENT**

An overview course dealing with health care management. Included in the course are such topics as effective management, supervision, organizational structures, decision-making, personnel and staffing, performance appraisal, finance, budgets, fiscal operations, facilities maintenance, and services distribution and control. State codes and accreditation standards are reviewed. Not to be taken by students who have taken [BUS 100](#).

3 hours a week 1 semester 3 credits.

- **HA 484 - LEGAL ASPECTS OF HEALTH CARE**

A review of the basic legal concepts affecting the health care delivery system. Topics discussed include aspects of malpractice in health care, practitioner and institutional liability, legal rights of the consumer, administrative law, medical records, and the role of regulatory agencies.

3 hours a week, 1 semester, 3 credits.

- **HA 486 - LONG TERM HEALTH CARE ADMINISTRATION**

[HA 481](#)

This course deals with the application of administrative theory to

long term care facilities. Facilities are classified, and services of each are defined. Planning, construction, financial management, codes and regulations, Medicaid/Medicare, and an in-depth examination of personnel and health care services are covered. (Suggested antecedent course: [HA 481](#))

3 hours a week 1 semester 3 credits.

- **HA 489 - COMPREHENSIVE HEALTH PLANNING**

This introductory course examines the methods and practices of long-range and strategic health planning, focusing on such factors as need, supply, and demand-at the institutional, community, and regional level. Also covered is the role of government in health care planning. Facility and health program planning are considered.

3 hours a week, 1 semester, 3 credits.

- **HA 490 - RESEARCH SEMINAR IN HEALTH ADMINISTRATION**

A capstone research course for students pursuing the Health Administration major, it is designed to permit students to do an investigation into an area of their interest. Students are expected to employ research methodologies in the preparation of a paper appropriate to the major. (This course will be discontinued after Spring 2011.)

Prerequisites: [HA 481](#), [ENG 103](#), [MAT 151](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

(This course will be discontinued after Spring 2011.)

- **HA 491 - GLOBAL HEALTH SYSTEMS**

(Formerly International Health Systems)

This course focuses on contemporary health issues in their political, cultural, and socioeconomic context. The role of the World Health Organization is addressed.

3 hours a week, 1 semester, 3 credits.

- **HA 492 - MEDICAL TERMINOLOGY**

This course familiarizes students with everyday anatomy and physiology terminology used in medical areas such as physician's offices, hospitals, clinics, insurance and pharmaceutical firms. Students will be instructed on how to derive the meaning of medical words by learning to easily separate word components, as well as to identify all major body parts by their correct language name. The course provides essential background knowledge for successful ICD-9-CM coding and other areas such as CPT coding and billing.

3 hours a week 1 semester 3 credits.

- **HA 493 - COMPUTER APPLICATIONS IN HEALTH ADMINISTRATION**

This course assists students in understanding the development, design, evaluation, selection and utilization of computer application in health care. Students will be instructed on how to understand and utilize state of the art computer based health care applications and technologies, including E-health and -health care technologies. Emphasis will also be placed on how computer applications and E-health technologies can support high quality patient care and improve management decisions in health care institutions.

3 hours a week 1 semester 3 credits.

- **HA 494 - BILLING AND CODING**

This course will provide an in-depth understanding of medical

billing and coding. Billing topics will include daily transaction entries, completing medical submissions, billing claim follow-up, itemized statements, and billing management. In addition, students will learn the basics of CPT and ICD-9-COM coding necessary for billing medical services and procedures. Students will also be introduced to computerized billing/coding software available in the field. Classes are conducted in a computer laboratory.

Prerequisite: [HA 492](#)

3 hours a week 1 semester 3 credits.

- **HA 495 - ACADEMIC WRITING AND RESEARCH**

([BUS 495](#))

This course will focus on those skills required for scholarly writing in the fields of Health Administration, Human Services, and Management. In addition to reviewing documentation and citation styles, accessing peer-reviewed journals using electronic databases, and knowing how to avoid plagiarism, this course will guide students through the style and structure of professional research writing. First, students will become familiar with the scholarly style of journal articles and will develop the ability to extract relevant information from those articles. Then, students will practice skills of narrowing the subject field, creating an annotated bibliography, writing a literature review, and creating a research question, all in preparation for their Capstone Research Seminar.

Prerequisite: [ENG 103](#).

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HA 496 - HEALTH CARE FINANCE AND ECONOMICS**

The course covers analysis of the “financial health” of health care institutions (globally and facility-specific), financial statements, capital and operating budget techniques, DRG’s and RUG’s, and

inventory management. The role of the government in regulation and planning is explored, as are changes in reimbursement methodology and payment systems, including HMO's and PPO's. In addition, the course will provide an overview of the economics of the health care system including supply and demand concepts as they relate to the provision of health care services, cost behavior, cost and production functions, and comparative health systems. Duplicative of HA 497 Financial Management in Health Care Institutions

3 hours a week 1 semester 3 credits.

- **HA 498 - CAPSTONE RESEARCH IN HEALTH ADMINISTRATION**

([HS 498/BUS 498](#))

The second part of a two-part capstone research course for students in the majors of Community Health and Human Services, Health Administration, and Organizational Management, is designed to teach students about the research methodologies that can be applied to the investigation of a research study of an individualized area of interest. Students will select an appropriate research methodology and design and will apply it to the research topic selected during the earlier course, [HA 495/BUS 495](#). The final project will be an academic paper reporting on an original research topic investigated by the student.

Prerequisites: [MAT 151](#) and [HA 495/BUS 495](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HA 499 - FIELD STUDY IN GLOBAL HEALTH SYSTEMS**

A planned study of the health care delivery services in a developed/developing country. Special attention is given to contemporary political, cultural, and socioeconomic aspects of the country's health services.

Hours to be arranged, 3 credits.
Not offered regularly.

- **HS 459 - PRACTICUM IN GERONTOLOGY**

(HA 459)

A supervised field experience in Gerontology, this course is made available to students on an individual basis. Approval by Department Chair is required. Placements in the community again network are based on the student's needs and are arranged by the Instructor in consultation with the student. The 150 hour field experience will meet the requirement for [HS 474 Field Experience in Human Services I](#).

Prerequisites: [HS 451](#) and [HS 453](#)
Hours to be arranged. 3 credits.

History

- **HIS 100 - EUROPE TO 1715**

Western Civilization to 1715

A survey of the origins and development of Western Civilization from ancient times through 1715. Emphasis on social, intellectual, and political development. May not be taken by students who have taken [HIS 114](#).

3 hours a week 1 semester 3 credits.

- **HIS 102 - EUROPE SINCE 1715**

Western Civilization since 1715

A continuation of the study of Western Civilization from 1715 to the present. May not be taken by students who have taken [HIS 115](#).

3 hours a week 1 semester 3 credits.

- **HIS 112 - RELIGION IN AMERICAN LIFE**

RS 112

This course will offer students an opportunity to further develop their knowledge of the foundational role that religion played in the formation of the United States by providing an interdisciplinary learning community. The class will meet as a seminar during the spring term, include an active on-line course experience, and end with a week long “study away” experience in Washington, D.C. This course is intended to broaden students’ general knowledge base concerning the history and religious influence in America. These goals will be met through personal experiences, which might include, but are not limited to: visits to the White House, the national cathedral, various monuments/memorials (i.e., Lincoln, Washington, Jefferson, etc.), National Museum of American History, African American Civil War memorial Museum and the Smithsonian.

3 hours a week 1 semester 3 credits

- **HIS 114 - THEMES IN EUROPEAN HISTORY
1450-1815**

To develop an understanding of the principal themes in European history from the High Renaissance through the Napoleonic Revolution: political, economic, social and cultural.

3 hours a week 1 semester 3 credits.

- **HIS 115 - THEMES IN EUROPEAN HISTORY
1815-1970**

To develop an understanding of the principal themes in European

history from the Congress of Vienna to the post World War II period: political, economic, social and cultural.

3 hours a week 1 semester 3 credits.

- **HIS 122 - ANCIENT GREECE AND ROME**

CLA 122

An in-depth study of the Greco-Roman culture and civilization. Special attention will be given to the political, social, economic and cultural lives of both peoples against the world setting in which they both rose, flourished, and declined. This course may be offered for Classics or History requirement.

3 hours a week 1 semester 3 credits.

- **HIS 152 - CONTEMPORARY
INTERNATIONAL PROBLEMS**

An in-depth study of selected controversial issues in the field of current history.

3 hours a week 1 semester 3 credits

- **HIS 157 - SELF AND SOCIETY IN ANCIENT
GREECE AND ROME**

CLA 157

This course will explore the origins of the concepts of self and society in Western Culture in the history and philosophy of classical Greece and Rome. In addition to independent reading in the historical and philosophical literature, this class includes an intensive study abroad component. The class will meet as a seminar during the spring term, include an active online experience and complete its investigation through readings and discussion at the

sites in Greece and Rome in a two-week trip at the end of May. This course is targeted for freshmen (first year students) as a special opportunity for interdisciplinary study coupled with a study abroad experience. Target students: Second semester freshmen

3 credits.

- **HIS 170 - AMERICAN HISTORY I**

An historical study of the United States from its colonial beginnings through Reconstruction.

3 hours a week 1 semester 3 credits

- **HIS 172 - AMERICAN HISTORY II**

A continuation of the study of United States History from the Reconstruction to the present.

3 hours a week 1 semester 3 credits.

- **HIS 202 - THE NON-WESTERN WORLD**

A survey of major non-western civilizations from the sixteenth century to the modern era. This course provides a knowledge and understanding of social, economic, and cultural issues as seen from a global perspective. Emphasis will be on Africa, Asia, the Middle East, and Latin America.

3 hours a week 1 semester 3 credits.

- **HIS 208 - WOMEN AND GENDER**

A study of American women's history from the colonial period to the present. This course will examine how the perception of gender

helped shape and define women's social, economic, and political roles, and was, in turn, influenced by certain characteristics such as class, religion, race, and ethnicity.

3 hours a week 1 semester 3 credits.

- **HIS 210 - MODERN SUB-SAHARAN AFRICA**

A survey of contemporary Africa south of the Sahara with emphasis upon internal history in the twentieth century from the viewpoint of current situations.

3 hours a week 1 semester 3 credits.

- **HIS 220 - EAST ASIA**

The history and culture of China, Korea, and Japan with an emphasis upon understanding the contemporary scene in light of the past.

3 hours a week 1 semester 3 credits.

- **HIS 224 - SOUTH AND SOUTHEAST ASIA**

A study of post World War II developments in India, Pakistan, and Southeast Asian countries in light of past history. Emphasis will be on the rise of nationalism, problems of a social and economic order, and an evaluation of world involvement in the areas.

3 hours a week 1 semester 3 credits.

- **HIS 225 - THE MAKING OF THE MODERN MIDDLE EAST**

This course explores the history of the Middle East with special emphasis on the origins of contemporary problems. Topics include the rise of nationalism and religious fundamentalism, the legacies of Ottoman and Western rule, and the East-West conflict.

3 hours a week 1 semester 3 credits.

- **HIS 229 - THE AFRICAN-AMERICAN EXPERIENCE**

A study of the major events and people; and the social, economic, political, and cultural trends that have shaped the African-American experience since 1619.

3 hours a week 1 semester 3 credits.

- **HIS 232 - MODERN RUSSIA**

An analysis of the economic, intellectual, social and political changes in Russia from the time of the “Great Reforms” to the present.

3 hours a week 1 semester 3 credits.

- **HIS 244 - FOOD IN THE GLOBAL COMMUNITY**

[BUS 244](#)

An interdisciplinary course that examines the concepts, development and implications of globalization of food throughout the world community. The course explores the role of food throughout history, the importance of food in international trade and, provides perspectives on food in artistic, philosophical, psychological, and religious contexts,

3 hours a week. 1 semester. 3 credits.

- **HIS 250 - LATIN AMERICA**

Iberian civilization in America from its colonial period to the present. Focus will be on the emergence of selected countries as modern nations and upon Latin America in hemispheric and world affairs in the 20th century.

3 hours a week 1 semester 3 credits.

- **HIS 251 - CARIBBEAN HISTORY**

A survey of Caribbean history that explores the legacies of colonialism and migration within the Spanish, British, and French Caribbean from the colonial period to the present. The course will examine the transatlantic slave trade, plantation economies, emancipation, revolution, post-colonialism, and contemporary events in the Caribbean.

3 hours a week 1 semester 3 credits.

- **HIS 255 - A HISTORY OF SOUTHERN AFRICA**

A thematic survey of southern Africa, which eventually becomes the Republic of South Africa. Themes include colonialism, slavery, resistance, racism and apartheid, the emergence of democracy, and South Africa's regional and international relations.

3 hours a week 1 semester 3 credits.

- **HIS 261 - ENGLAND FROM THE ROMAN CONQUEST TO THE GLORIOUS REVOLUTION**

Particular attention will be given to the development of Parliament, legal institutions and Common Law, the decline of medieval kingship, the “Tudor Revolution” in government and the Civil War.

3 hours a week 1 semester 3 credits.

- **HIS 266 - BRITISH HISTORY SINCE 1688**

Particular attention will be given to the structure of the 18th-century society and politics, the transformation of English society by the Industrial Revolution, the growth of democracy, imperialism, and the impact of two world wars on Great Britain.

3 hours a week 1 semester 3 credits.

- **HIS 267 - HISTORY OF IRELAND**

Survey of Irish history from prehistoric times to the present. Emphasis will be on both political and cultural heritage, as well as on social and economic problems.

3 hours a week 1 semester 3 credits.

- **HIS 274 - LONG ISLAND IN HISTORY**

A study of Long Island history from its geological origins to the present day. Long Island will be analyzed both as a distinct region and as a case study in the broader history of America. Of primary importance will be an examination of the ethnic, cultural, political, social, and religious diversity that developed over time and gave to the Island its identity.

3 hours a week 1 semester 3 credits.

- **HIS 276 - HISTORY OF NEW YORK: STATE AND CITY**

An analysis of the history of New York from its Dutch beginnings to the present day. In addition to the study of particular events, issues and individuals of importance to the State history, the emergence of New York City as a commercial, cosmopolitan center will be examined within the context of the region's overall development.

3 hours a week 1 semester 3 credits.

- **HIS 301 - MEDIEVAL EUROPE**

The emergence of European civilization from the decline of the Roman empire to the visitation of the Black Death in the middle of the 14th century.

Prerequisite: [HIS 100](#) or departmental permission

3 hours a week 1 semester 3 credits.

- **HIS 303 - RENAISSANCE AND REFORMATION EUROPE**

An examination of Western Europe between 1300 and 1550. Particular attention will be given to the rise of humanism, advances in the arts and sciences, political experimentation, capitalistic and commercial developments, discovery and exploration, and religious conflict.

Prerequisite: [HIS 100](#) or departmental permission

3 hours a week 1 semester 3 credits.

- **HIS 305 - EARLY MODERN EUROPE**

Western Europe between 1550 and 1715 will be examined as a time of religious and political conflict. Particular attention will be given to the rise of modern states, mercantilism, the Scientific Revolution,

and Baroque culture.

Prerequisite: [HIS 100](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 307 - THE FRENCH REVOLUTION AND NAPOLEON**

The period 1789 to 1815 will be considered within the context of the Atlantic Community and the Ancien Regime. The causes of the French Revolution, the course of the Revolution, the “Napoleonic Revolution,” and the long lasting effects of the era will be covered in depth.

Prerequisite: [HIS 102](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 308 - NINETEENTH-CENTURY EUROPE**

An analysis of the forces for change in 1815 and 1914 and their impact on individual Western European states. Special consideration will be given to the rise of cities, the growth of national identities, and the tensions leading to the outbreak of World War I.

Prerequisite: [HIS 102](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 309 - THE TWENTIETH CENTURY WORLD**

This course explores the twentieth century from the First World War to the radical divisions that dominate the modern world. Europe is the focus, but since so much of the century’s history is international or even global, non-European history will also be explored. Special attention will be paid to the rise of Communism, Nazism and Fascism, world wars and genocide, imperialism and decolonization, and the beginnings of the new Europe as the century ends.

Prerequisite: [HIS 100](#) or [HIS 102](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 310 - AMERICAN FOREIGN POLICY**

Principles and problems in American diplomatic history in periods of national and world crisis.

Prerequisite: [HIS 170](#) or [HIS 172](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 311 - UNITED STATES FOREIGN RELATIONS TO 1914**

A study of United States foreign relations from its colonial origins to the beginning of World War I. The course will examine the transition from British colony to nation, the expansion of that nation across the continent, and the emergence of the United States as a world power.

Prerequisite: [HIS 170](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 312 - UNITED STATES FOREIGN RELATIONS SINCE 1914**

A study of United States foreign relations from the beginning of World War I to the present. Topics include Wilson's foreign policy, the "isolationist" interwar years, World War II, and the Cold War. Major themes include the relationship between domestic politics and foreign policy, perception of the United States at home and abroad, the rise of the United States as a world power, and globalization.

Prerequisite: [HIS 172](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 313 - THE FIRST WORLD WAR**

World War One is often portrayed as a significant turning point in world history, bringing an end to four hundred years of European global dominance and ushering in the tumultuous and often-brutal twentieth century. This course leads students to understand why the war occurred and its results, while detailing how its participants and its victims lived and died in the trenches and on the home front.

Prerequisite: [HIS 100](#), [HIS 102](#), [HIS 170](#), or [HIS 172](#)

3 hours a week 1 semester 3 credits.

- **HIS 315 - MODERN JAPAN**

A survey of Japanese history from the Meiji Restoration (1868) to the present. The course will emphasize industrialization, nationalism, social and political movements, war and empire, postwar occupation, the “economic miracle,” and continuity and divergence in the postwar period.

Prerequisite: 6 credits in history

3 hours a week 1 semester 3 credits.

- **HIS 317 - MODERN CHINA**

A course on modern China stressing the time period 1800 to the present. Emphasis will be placed on institutional, social, economic, and political development, and on current foreign policies with important world regions or countries.

Prerequisite: 6 credits in history

3 hours a week 1 semester 3 credits.

- **HIS 321 - AMERICAN SOCIAL AND INTELLECTUAL HISTORY**

Discussion on selected topics of the non-political aspects of American history, including economic influences, racial contributions, literary, artistic and scientific trends, as well as religious problems and reform movements.

Prerequisite: [HIS 172](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 325 - AMERICAN COLONIAL SOCIETY
1607–1763**

A study of the origins and maturation of the American colonies from the founding of Jamestown to the dawn of the American Revolution. The course will emphasize the political, economic, and social dynamics of the various colonial societies. Particular attention will also be given to the interaction of the peoples of early America.

Prerequisite: [HIS 170](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 327 - REVOLUTIONARY AMERICA
1763–1789**

A study of the social, cultural, and political history of the period 1763–1789. The course will emphasize the causes and consequences of the American Revolution, and the development of a new nation and new governments.

Prerequisite: [HIS 170](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 329 - EARLY NATIONAL PERIOD 1787–
1848**

This course will study United States history from the implementation of the Constitution in 1787 to the rise of

sectionalism in 1848 including the beginning of political parties, the growth of nationalism, international relations, and the Jeffersonian and Jacksonian periods.

Prerequisite: [HIS 170](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 335 - AMERICAN CIVIL WAR AND RECONSTRUCTION**

An examination of why the crisis occurred when it did, of the main actors in the tragedy, and of the short and long range consequences of the War between the States.

Prerequisite: [HIS 170](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 340 - AMERICA IN THE INDUSTRIAL AGE 1877-1930**

An examination of America's rise to power from the end of Reconstruction to the Great Depression. Emphasis will be on Industrialization and society's attempts to respond to the problems and implications that accompanied it.

Prerequisite: [HIS 172](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 345 - POST-WAR AMERICA**

An exploration of America from the beginnings of the Cold War to the century's end. Emphasis will be placed on the major social, political, economical, cultural, and technological developments that created contemporary America.

Prerequisite: [HIS 172](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 350 - THE HOLOCAUST**

An in-depth study of the fate of European Jews during World War II. The subject will be approached from a variety of perspectives, including the history of antisemitism, the history of state sponsored ethnic murder, the rise of Nazism, and details of the Second World War. The German persecution of Gypsies, Communists, and other minorities will also be examined.

Prerequisite: [HIS 102](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 352 - WAR, REVOLUTION, AND
TOTALITARIANISM: EUROPE 1914-45**

This course is an intensive exploration of the collapse of Europe's old order in war and revolution. The twentieth century began with huge social and technological progress, but it is marked by the wars and revolutions that shook our world between 1914 and 1945. The tensions that led to the First World War (modernization, mass society, naturalism, imperial competition) were unreconciled by that war, and the postwar settlements collapsed in dictatorship and violence, and, eventually, an even more devastating War. The social and political consequences of this traumatic first half of the twentieth century remain with us to this day, as do the hopes and dreams that inspire it.

Prerequisite: [HIS 102](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 354 - POST-WAR EUROPE**

This course examines the rebuilding and the remarkable revival of Europe after World War Two. It will contrast the stability and "economic miracles" of western Europe with the struggles and stagnation of eastern Europe. Also, the remarkable move toward integration after the collapse of the Communist regimes stands in

contrast with the fragmentation and civil war that struck others. In addition the course will pay special attention to “globalization” of Europe. By the twenty first century the continent, thoroughly changed by decolonization and immigration, has little in common with the Europe of 1945. The course will seek to understand how this transformation happened, and what it means for the future of Europe, democracy, and the world.

Prerequisite: [HIS 102](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 360 - THE VIETNAM ERA**

A seminar on the Vietnam War from its origins in the 1950s to the current debate over the legacy of the conflict. Competing interpretations of America’s involvement in the war and its consequences for her political culture will be analyzed.

Prerequisite: [HIS 172](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 363 - IMMIGRATION AND IDENTITY:
THE QUESTION OF RACE AND ETHNICITY
IN AMERICAN LIFE**

A historical and contemporary examination of how immigration, race and ethnicity have helped shaped both American national identity and personal identity. Students will explore the political, social and economic aspects of the four main waves of immigration with emphasis on how minority populations adapted to American culture, while at the same time, changing American culture in the process.

Prerequisite: [HIS 172](#) or departmental permission
3 hours a week 1 semester 3 credits.

- **HIS 370 - SELECTED THEMES OR TOPICS**

OF HISTORICAL INTEREST

This course will deal with historical problems and developments not covered in depth in the regular course offerings of the department. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

3 hours a week 1 semester 3 credits.

- **HIS 380 - SEMINAR IN ENGLISH HISTORY**

Intensive study in a selected area of English history.

Prerequisite: 6 credits in history

3 hours a week 1 semester 3 credits.

- **HIS 381 - SEMINAR IN IRISH HISTORY**

Intensive study in a selected area of Irish history.

Prerequisite: 6 credits in history

3 hours a week 1 semester 3 credits.

- **HIS 390 - DIRECTED READINGS**

Readings and tutorials arranged for the individual student with a faculty member in a field of the faculty member's special interest. Students should have a general background of the period in which they wish to read. With permission of the Chairperson

2 or 3 credits.

- **HIS 410 - SEMINAR IN HISTORICAL
METHODOLOGY**

An introduction to the principles of historical criticism and the methods of historical research. Seminar includes an examination of a restricted field of history as a laboratory subject and the beginning of the required thesis for seniors. Required of all history majors.

To be taken after or concurrently with [HIS 422](#)
3 hours a week 1 semester 3 credits.

- **HIS 411 - SENIOR THESIS**

Seniors complete the required thesis under the supervision of a faculty member.

Prerequisites: HIS 410 and HIS 422
1 semester 3 credits.

- **HIS 422 - HISTORIOGRAPHY**

A seminar exploring the nature of history and various approaches to the discipline. Discussion will be based on readings from selected great historians from earliest times to the present. Required of all history majors.

To be taken before or concurrently with [HIS 410](#)
3 hours a week 1 semester 3 credits.

- **HIS 435 - SUPERVISED INTERNSHIP**

The student will spend four or six hours per week as an intern in an historical society, a museum, library, or any other agency that will provide an experience in historical methodology and research. The professor, the student, and the agency representative will work out the contractual terms of the course. Open to history majors and concentrates.

2 or 3 credits.

Hospitality and Tourism Management

- **HTM 100 - HOSPITALITY MANAGEMENT**

A basic course in general management concepts and practices to acquaint the student with theories and principles of a hospitality industry organization, including motivation, leadership, communications.

3 credits

- **HTM 200 - HOSPITALITY FINANCE**

This course will introduce students to the concepts of financial management in the hospitality industry. Topics will include discussion on developing an operating budget, income and cost controls, financial statement analysis, and forecasting.

3 credits

- **HTM 301 - COMMERCIAL RECREATION
AND TOURISM**

This course will introduce students to the fundamentals and principles of commercial recreation and tourism as fields of service, including the delivery of goods, services, amenities, facilities, entrepreneurship, and trends in commercial recreation and tourism.

3 credits

- **HTM 302 - HOTEL OPERATIONS
MANAGEMENT**

This course is designed to provide the students with a general understanding of the processes of the hotel industry. It will focus on the day-to-day operations, organizational structure, departmental responsibilities, hotel services and staff, decision making, and industry trends. Topics such as room division management, reservations management, front desk operations, housekeeping, and auxiliary functions will be covered.

3 credits

- **HTM 312 - HOTEL FACILITIES
MANAGEMENT**

This course provides students with the knowledge necessary to manage the physical plant of a hotel. This course will focus on industry facilities management practices, implementing decisions within a balanced design system, evaluation of property and understanding operation and financial framework of asset management, sustainable aspects of building equipment and management, and the responsibilities of the engineering maintenance department. Design and systematic control of hospitality spaces to safeguard health and to use available aesthetic values will be discussed.

3 credits

- **HTM 317 - SUSTAINABLE TOURISM**

This course will consider the characteristics of environmentally, economically and socie-culturally sustainable tourism. Students will explore contemporary issues, trends, policies and practices shaping the tourism field, and how principles of sustainable tourism are affecting tourism planning and management in the United States and abroad.

3 credits

- **HTM 320 - CONFERENCE AND EVENT**

PLANNING MANAGEMENT

This course is designed to explore the various components necessary for the successful implementation and management of conferences, conventions, and special events. Responsibilities of a planner, selection criteria for host venues, legal and ethical issues, negotiating processes, program design, budgeting, contracts, marketing, logistics, and evaluations will be explored.

3 credits

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The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

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COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

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Hospitality and Tourism Management

- **HTM 462 - INTERNSHIP**

The internship is designed to provide students with a practical education experience in an approved professional organization/agency applicable to their area of concentration. Students will complete a minimum of 130 hours, under the joint supervision of the cooperating organization/agency and a member of the Hospitality and Tourism Management faculty. Students must meet regularly with the faculty supervisor, maintain a log of activities, and complete a required paper. **CORE GOAL:** Service and Experiential Learning-Curricular.

minimum of 130 hours of fieldwork 3 credits

Human Relations

- **HR 400 - SEMINAR IN HUMAN RELATIONS**

The course stresses the interdisciplinary approach of the major. Selected topics will be investigated from a human relations perspective. Major emphasis will be placed on an intensive individual research project. (Restricted to Seniors)

Prerequisite: [SOC 348](#) or [PSY 391](#)
3 credits

Human Services

- **HS 150 - GROUP DYNAMICS AND COMMUNICATION**

([PSY 150](#))

A theoretical introduction to small group processes, with an

emphasis on the relationship between groups and the individual, and on the communication process. Students participate in small group exercises as part of the course requirements.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 230 - EMOTIONAL/BEHAVIORAL
DISTURBANCE IN CHILDREN AND YOUTH**

An overview of emotional and psychiatric disorders in childhood and adolescence, ranging from debilitating psychiatric problems to transient situational disorders as related to the family, school, and community. Various modes of treatment are discussed.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 231 - CHILD ABUSE AND NEGLECT**

An exploration of the social, economic, and familial factors that are contributive to child abuse and neglect. The effects of these problems on the child, family, and community are discussed. Also covered are such topics as reporting, crisis intervention, and prevention.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 240 - DEVELOPING A NON-PROFIT
ORGANIZATION**

This course is designed to help supporters, proponents, advocates as well as managers and leaders in the human services fields learn the

fundamentals of starting a non-profit organization or developing an existing one into a more viable and productive enterprise. It will provide a framework for helping those with an interest in nonprofits to translate ideas into action. This course can be taken as part of a sequence with Introduction to Fundraising and Introduction to Grant Writing, which specifically address skills utilized in nonprofit sector. Topics will include: legal requirements for starting a nonprofit organization, board recruitment and governance structures, developing mission, vision and value statements, soliciting support from stakeholders, permissible and prohibited activities under federal, state and local law, securing tax exempt status and an introduction to funding strategies. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

• HS 241 - INTRODUCTION TO FUNDRAISING

This course is designed to help managers and leaders in the not for profit sector develop strategies and implement campaigns and/or events for the purpose of reaching fundraising goals, as separate from grant writing. It is a companion course to the Introduction to Grant Writing, which specifically addresses specialized skills utilized in the not for profit sector. Topics include: designing a direct mailing, creating a database, using the internet and other networking resources, maintaining relationships with donors, managing a campaign, and planning events. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

• HS 242 - INTRODUCTION TO GRANT WRITING

This course will introduce students to the proposal writing process. They will learn how to plan and research funding sources, and then how to organize and write a proposal. Combining instruction with

interactive exercises, this one-credit course will help students become detail-oriented and develop concise, persuasive writing skills. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

- **HS 243 - MEDICAID**

This course will give an overview of the Federal and New York State program of health insurance for the poor. Students will learn the current eligibility guidelines for Medicaid, how to advise a client regarding the Medicaid application process, and the role of legal assistance in the Medicaid approval process. Students may not earn more than 5 credits by taking HA, HS or GS one credit courses. Three one-credit options are not equivalent to a three credit course, and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit.

- **HS 244 - EVENT PLANNING**

This one-credit course will explore best practices for the planning, organization, implementation, and evaluation of special events. It will include an overview of human, fiscal, and physical resources required for successful event planning and execution. Students may not earn more than five credits by taking HA, HS or GS one-credit courses. Three one-credit options are not equivalent to a three credit course and cannot be applied to the requirement of major electives.

1 hour a week 1 semester 1 credit

- **HS 270 - SOCIOLOGY OF HEALTH**

(SOC 270)

An exploration of the social and cultural facets of health and illness and the functioning of organizations involved in health care. The social behavior of health personnel and those who are the consumers of health is also stressed.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 272 - ALZHEIMER'S DISEASE AND RELATED DEMENTIAS**

([REC 272](#))

This course will address the major causes of cognitive impairment in the aging, affecting 6–10% of those over the age of 65, of which two-thirds have Alzheimer's disease. Since increasing age is the greatest risk factor for dementia, this course will prepare those involved in the field of aging to better understand and manage the disease. This course is designed for formal healthcare professionals as well as direct caregivers.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 403 - HUMAN SERVICES AND THE LIBERAL ARTS**

This course, designed for Human Services majors, focuses on the application of the liberal arts to issues in human services. Drawing on the knowledge and methodologies of the social sciences and the arts and humanities, this course explores themes prevalent in the study of human services. (Suggested antecedent course: CHS 415)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 407 - HUMAN SEXUALITY IN HEALTH AND DISEASE**

This course will provide an overview of the psychological, biological, and sociological aspects of human sexuality from adolescence to the senior years. The need for ongoing education throughout the life span will be emphasized. There will also be information on sexually transmitted diseases including HIV/AIDS.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 408 - EPIDEMIOLOGY**

(HA 408)

An introduction to the science of epidemiology dealing with the incidence, distribution, and control of disease in the population. Concentration is directed toward health promotion and disease prevention at institutional and community levels. The role of the public health and other agencies is also discussed.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 409 - PSYCHOLOGICAL FACTORS IN HEALTH AND DISEASE**

This course will demonstrate how the effects of attitudes, emotions, and relationships are related to physical health and well-being. Personality styles, stress, social support, humor, and spirituality will be discussed as factors influencing the immune system. Principles and techniques to strengthen empowerment and a sense of personal control will be offered.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 411 - ALCOHOLISM**

This course examines theories surrounding the etiology of alcoholism, including biological, psychological, sociological, and cultural factors. The impact of alcoholism on the individual, family, and community is discussed. Methods of prevention, treatment, and rehabilitation are also explored.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 412 - ADDICTIONS AND DEPENDENCIES**

The process of dependency is examined not only as it applies to substances, including alcohol, but also as it relates to pathological gambling, compulsive over-eating, and co-dependencies. Effects of various substances on the body will be discussed. The etiology of addictive and dependent behavior as well as the impact this abuse has on the individual, family, and community are studied. Methods of prevention, treatment, and rehabilitation are explored.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 413 - NUTRITION IN COMMUNITY HEALTH**

This course introduces students to needs assessments of nutrition as an integral part of overall health needs in diverse communities. Strategies are formulated to help students devise plans for working with human service agencies in dealing with issues of nutrition. Eating patterns and sources of calories and nutrients will be

examined in the following populations: the elderly, pregnant women, children, and adolescents. Special attention will be given to the impact of poverty on nutrition and to the increasing incidence of eating disorders and obesity. Contemporary issues will be addressed.

3 hours a week 1 semester 3 credits.

- **HS 415 - HUMAN SERVICES**

This human services course explores the interrelationship between the community, its human service needs, and the response of the human service delivery system to meet these needs. A history of human services is covered, as are the political, social, cultural, and economic forces that give rise to specific community problems, attitudes, and behaviors. The range of human service target populations will be introduced as well as the role of the human services worker in those community environments. The culminating activity will be a basic community assessment.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 419 - ALCOHOLISM AND ADDICTIONS IN THE FAMILY AND SOCIETY**

This course centers on alcoholism and addictions as these relate to the family, its individual members, and society. A special focus is the child's development in a dysfunctional family and the later outcome known as adult children of alcoholism. Co-dependency, family violence, therapeutic interventions, special populations, HIV/AIDS, and societal implications are explored.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 420 - HEALTH EDUCATION**

Health education programs which promote optimal health through education in community agencies are explored. The vital role of the health educator in schools, hospitals, and corporations is examined within the administrative context and structure of the agency. Necessary tools and techniques needed to implement programs are reviewed.

3 hours a week 1 semester 3 credits.

- **HS 421 - HUMAN SERVICES
ADMINISTRATION I**

This introductory administration course will lay the foundation for management, program development and public relations in human services. Topics will include management and supervisory competency, program design and implementation, and recruitment and training in a diverse society. It will also introduce the skills of budgeting and quality assurance.

3 hours a week 1 semester 3 credits

- **HS 422 - HUMAN SERVICES
ADMINISTRATION II**

In this course students explore advanced topics in human services administration with an emphasis on program evaluation. Organizational structures of governmental and non-governmental human services agencies will be addressed, including legal definitions and governance. Current legal and ethical topics, such as risk management, will be introduced. In addition, students will learn about fundraising and grant writing strategies for these organizations.

3 hours a week 1 semester 3 credits

- **HS 429 - HUMAN SERVICES DELIVERY**

SYSTEM

This course provides an overview of the human services delivery system within the United States. Governmental and private structures will be explored, as will mechanisms of finance. Also covered will be the emerging role of the human service worker, as well as current approaches and philosophies germane to human services.

3 hours a week 1 semester 3 credits.

- **HS 434 - FAMILY HEALTH**

The evolving psychological, social, and physical needs of today's family unit will be addressed. Included will be the following topics: adoption, single parents, step-parents, teenage pregnancy, chronic illness (child or parent), divorce, grandparents raising children, and the redefinition and modeling of family roles.

This course is applicable to the liberal arts requirements of the curriculum.
3 hours a week 1 semester 3 credits.

- **HS 440 - PRINCIPLES OF COUNSELING**

In this course, students will be introduced to a conceptual framework for understanding counseling and the counseling process. This will include classical, experiential, and cognitive-behavioral theories as well as models and principles of marital, child, group, career, school, multicultural, and mental health counseling.

This course is applicable to the liberal arts requirements of the curriculum.
3 hours a week 1 semester 3 credits.

- **HS 441 - COUNSELING TECHNIQUES**

This course offers students an introduction to basic counseling skills and techniques which can be used in a variety of community settings. Class emphasis is experiential (role playing), to assist the student in becoming more comfortable in the counseling role.

Prerequisite : HS 440

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 442 - FAMILY COUNSELING**

Problems which arise in the traditional family unit and in the wide range of evolving family systems will be discussed. Several theories will be explored as well as the role, function, and intervention skills needed by today's diversity-aware family counselor. Family therapy options will be addressed.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 443 - MENTAL HEALTH AND CRISIS INTERVENTION**

The emotional and psychological turmoil experienced by individuals as a result of a traumatic event or an unplanned event or loss will be explored in depth. Crisis theory, interventions, and critical incident stress debriefing techniques for both individuals and groups in a variety of settings will be offered.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 444 - PRINCIPLES OF ALCOHOLISM AND ADDICTIONS COUNSELING**

Designed to introduce the student to the field of alcoholism and addictions counseling skills, this course provides for the integration of theory and practice as it relates to the delivery of comprehensive service to: addicted persons, their families, and significant others; special populations; the community; and the work force. Included in the course are the following topics: Code of Ethics, Federal guidelines relative to confidentiality and its application to HIV clients; evaluation and treatment planning; and relapse prevention.

Prerequisite: HS 411 or HS 412
3 hours a week 1 semester 3 credits.

- **HS 445 - ALCOHOLISM AND ADDICTIONS
EVALUATION AND TREATMENT
PLANNING**

This course covers the principles and procedures used in evaluating individual alcoholism and addictions severity with a view towards designing and implementing an appropriate treatment plan. Treatment plans will include the following: evaluation, assessment, diagnosis, clinical concerns, goals, documentation, discharge planning needs, and referrals/resources. In addition to treatment planning, emphasis will be placed on the importance and methods of relapse prevention and skilled intervention.

Prerequisite: HS 411 or HS 412
3 hours a week 1 semester 3 credits.

- **HS 449 - DEATH AND DYING**

A discussion of attitudes toward death and dying in relation to ethnic, cultural, religious, and professional influences. The dying process, grief, family counseling, ethical, and legal issues are addressed.

This course is applicable to the liberal arts requirements of the curriculum.
3 hours a week 1 semester 3 credits.

- **HS 451 - GERONTOLOGY**

This course introduces the study of aging, primarily focusing on sociological issues and health-related topics pertinent to older adults. It will specifically address demography, biological theories of aging, major health conditions, principles of wellness, living arrangements, income, and the older person's role in the family and society.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 453 - THE PSYCHOLOGY OF AGING**

Psychological theories of aging and development are used as a basis for considering the major role changes and adjustments confronting older adults. Topics include the normal challenges posed by retirement, family relationships, sexuality, sensory changes, intellectual and memory changes, and loss. The second part of the course addresses issues of mental health, depression, and dementia experienced by many older adults. Specific counseling approaches and other therapeutic interventions are also presented.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 456 - PROGRAM AND RESOURCES IN AGING**

(HA 456)

This course examines government and private programs and resources in aging, at national, state, and local levels. Specific topics include income maintenance, public entitlements, housing options, crime prevention, and care management. Community programs presented include nutritional services, adult day care, senior centers and in-home services. In addition to addressing demographic, political and fiscal realities, this course will explore future trends

and advocacy.

3 hours a week, 1 semester, 3 credits.

- **HS 457 - INTRODUCTION TO CASE MANAGEMENT**

This course will acquaint students to the field of case management and the role(s) of the case manager. Students will learn how to organize and provide services to special populations of people. Psychological as well as physical needs are addressed in this course. Case management will be presented both within the framework of an agency, and as a private practice.

3 hours a week 1 semester 3 credits.

- **HS 458 - CARE MANAGEMENT AND COMMUNITY MENTAL HEALTH**

This course will provide an historical survey and overview of US community mental health, including: private for-profit, government, and not-for-profit systems. Various models of care management will be examined. The core functions of case managers, with emphasis on the mental health applications, will be studied. The course will cover mental illness, including dual diagnosis, mentally ill and chemically addicted (MICA), and psychopharmacology.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **HS 466 - INTERNSHIP IN HUMAN SERVICES**

A supervised internship in the health area, this course is made available to students on an individual basis. Approval required. Placements are arranged by students and instructor.

Hours to be arranged. Typically no evenings or weekends. 2–6 credits maximum.

- **HS 467 - PRACTICUM IN HEALTH INSTRUCTION**

A supervised field experience in health instruction, this course is made available to students on an individual basis. Approval required. Placements are arranged by students and instructor.

Prerequisites: Required courses for the Certificate in Health Instruction

Hours to be arranged. Typically no evenings or weekends. 3 credits.

- **HS 470 - PRACTICUM IN ALCOHOLISM & ADDICTIONS COUNSELING I**

A supervised internship in the field of alcoholism and addictions counseling, this practicum is made available to students on an individual basis. Approval required. Placements are arranged by students and instructor. Approval required to take HS 470, HS 471 and HS 472 concurrently.

Prerequisites: Required courses for the Certificate in Alcoholism and Addictions Counseling

Hours to be arranged 3 credits.

- **HS 471 - PRACTICUM IN ALCOHOLISM & ADDICTIONS COUNSELING II**

A supervised internship in the field of alcoholism and addictions counseling, this practicum is made available to students on an individual basis. Approval required. Placements are arranged by students and instructor. Students who earn below a B in HS 470 may not register for HS 471. Approval required to take HS 470, HS 471, and HS 472 concurrently.

Prerequisites: Required courses for the Certificate in Alcoholism and Addictions Counseling
Hours to be arranged 3 credits.

- **HS 472 - PRACTICUM IN ALCOHOLISM & ADDICTIONS COUNSELING III**

A supervised internship in the field of alcoholism and addictions counseling, this practicum is made available to students on an individual basis. Approval required. Placements are arranged by students and instructor. Students who earn below a B in HS 471 may not register for HS 472. Approval required to take HS 470, HS 471, and HS 472 concurrently.

Prerequisites: Required courses for the Certificate in Alcoholism and Addictions Counseling
Hours to be arranged 4 credits.

- **HS 474 - FIELD EXPERIENCE IN HUMAN SERVICES I**

This supervised field experience offers students an opportunity to observe and shadow professionals who are practicing in a community based setting. Sites include community agencies, both public and private. Specialized populations include children and families, the mentally ill, the chemically dependent, the elderly, the homeless, and other populations needing human services. The structure of these field experiences varies by the background and interests of the student. All are supervised by a field supervisor employed by the agency, and by the mentor coordinating the class. There will be face-to-face classes so that students have the opportunity to share and support each other in the fulfillment of their field experience requirement. Portfolios are developed by all students during this course and any other field work courses for this major.

Typically students will have placements in agencies where they will be supervised by social workers, or human service administrators. They will be practicing interaction with clients, staff and communities while engaging in the skills of advocacy, communication, documentation, and program development. Because

they are undergraduates they will not perform tasks expected of graduate students in a field placement. Rather, they will be performing tasks that will prepare them to apply for positions in agencies generally filled by someone with a Bachelor of Science degree in Human Services. The environment of the field experience provides the context so that students can integrate the knowledge, theory, skills and professional behaviors of the human services worker.

1 semester 3 credits

- **HS 475 - FIELD EXPERIENCE IN HUMAN SERVICES II**

This course is the second in a sequence of field experiences offerings required in the Human Services major. Students who have completed Field Experience in Human Services I, continue on with this course. Sites include community agencies, both public and private. Specialized populations include children and families, the mentally ill, the chemically dependent, the elderly, the homeless, and other populations needing human services. The structure of these field experiences varies by the experiential background of the student. All are supervised by a field supervisor employed by the agency, and by the mentor coordinating the class. Portfolios continue to be developed by the student as a way of documenting their field experience.

1 semester 3 credits

- **HS 495 - ACADEMIC WRITING AND RESEARCH**

This course will focus on those skills required for scholarly writing in the fields of Health Administration, Human Services, and Management. In addition to reviewing documentation and citation styles, accessing peer-reviewed journals using electronic databases, and knowing how to avoid plagiarism, this course will guide students through the style and structure of professional research writing. First, students will become familiar with the scholarly style of journal articles and will develop the ability to extract relevant information from those articles. Then, students will practice skills of

narrowing the subject field, creating an annotated bibliography, writing a literature review, and creating a research question, all in preparation for their Capstone Research Seminar.

ENG 103

3 hours a week 1 semester 3 credits

- **HS 498 - CAPSTONE RESEARCH IN HUMAN SERVICES**

(HA 498/BUS 498)

The second part of a two-part capstone research course for students in the majors of Human Services, Health Administration, and Organizational Management, is designed to teach students about the research methodologies that can be applied to the investigation of a research study of an individualized area of interest. Students will select an appropriate research methodology and design and will apply it to the research topic selected during the earlier course, CHA 495/BUS 495. The final project will be an academic paper reporting on an original research topic investigated by the student.

Prerequisites: MAT 151 and HS 495/HA 495/BUS 495

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Interdisciplinary

The courses listed in this section are interdisciplinary in nature. The departments to which they may be credited are listed.

- **CLA 112 - CLASSICAL LITERATURE**

(ENG 112)

A study of the human experience as reflected in the classic texts of East and West. Contributors to this study and to the foundations of culture are the authors of the *Bhagavid Gita*, *Gilgamesh*, and other eastern luminaries as well as Homer, Aeschylus, Sophocles,

Euripides, and Virgil. This course may be credited to Classics or English.

3 hours a week, 1 semester, 3 credits.

- **CLA 122 - ANCIENT GREECE AND ROME**

An in-depth study of the Greco-Roman culture and civilization. Special attention will be given to the political, social, economic and cultural life of both peoples against the world setting in which they both rose, flourished, and declined. This course may be offered for Classics or History.

3 hours a week 1 semester 3 credits.

- **CLA 154 - SOURCES OF GREAT WESTERN IDEAS**

CLA 154

This course undertakes a study of the classical origins of Western philosophy in Greece and Rome with a special emphasis on its relevance to Modern times. Readings may include literature, drama, poetry, as well as the classic Greek philosophical texts in an examination of such foundation concepts as nature, self, soul, and virtue. Course may be credited to Philosophy or to the Classics.

3 hours a week 1 semester 3 credits.

Spring

- **CLA 157 - SELF AND SOCIETY IN ANCIENT GREECE AND ROME**

This course will explore the origins of the concepts of self and society in Western Culture in the history and philosophy of classical Greece and Rome. In addition to independent reading in the

historical and philosophical literature, this class includes an intensive study abroad component. The class will meet as a seminar during the spring term, include an active online experience and complete its investigation through readings and discussion at the sites in Greece and Rome in a two-week trip at the end of May. This course is targeted for freshmen (first year students) as a special opportunity for interdisciplinary study coupled with a study abroad experience.

Target students: *Second semester freshmen*

3 credits.

Spring 2014

- **HUM 100 - FRESHMAN SEMINAR**

Designed to provide an introduction to the liberal arts experience and to assist in the development of knowledge, skills, and attitudes helpful to success in college. Topics include: self concept; clarification of goals; relationships, communication, and study skills; critical analysis; academic disciplines. Students expand horizons through required participation in selected extracurricular, social, and aesthetic experiences.

Required of all Freshmen.

3 hours a week 1 semester 3 credits

Fall and Spring.

- **HUM 400 - ADULTS IN TRANSITION**

Designed for adults, this seminar has two interrelated goals: 1) to provide the opportunity for self-exploration and understanding, and 2) to support the development of a life, career, and educational plan. Selected readings and exercises will focus on adult issues such as adult development through the life cycle, transitions, career exploration and development, life pattern differences between men and women, values and the creation of meaningful, realistic personal goals.

3 hours a week 1 semester 3 credits. Pass/No Credit.

Fall and Spring

Italian

- **ITL 151 - ELEMENTARY I**

A communicative approach to the fundamentals of the Italian language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with [ITL 152](#), is designed to enable students to communicate in Italian in everyday situations. For students who have no previous knowledge of Italian.

3 hours a week 1 semester 3 credits.

Fall

- **ITL 152 - ELEMENTARY II**

A continuation of [ITL 151](#) with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of Italian culture. Open to students who have completed [ITL 151](#) or its equivalent.

3 hours a week 1 semester 3 credits.

Spring

- **ITL 201 - INTERMEDIATE I**

This course seeks to develop intermediate-level communication skills in Italian. Students will improve their proficiency in speaking, reading, and writing Italian through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language. Open to students who have completed [ITL 152](#) or its equivalent.

3 hours a week 1 semester 3 credits.

Fall

- **ITL 202 - INTERMEDIATE II**

A continuation of Italian 201. In this course, students will communicate in Italian on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed. Open to students who have completed ITL 201 or its equivalent.

3 hours a week 1 semester 3 credits.

Spring

- **ITL 211 - ITALIAN READINGS I**

Readings and discussions based on Italian texts. Review of the language through literature, civilization, and the contemporary scene. Open to students who have completed three or more years of high school Italian.

3 hours a week 1 semester 3 credits.

Fall

- **ITL 212 - ITALIAN READINGS II**

Advanced readings and discussions based on Italian texts. Continued study of the language through literature, civilization, and the contemporary scene. Open to students who have completed [ITL 211](#).

3 hours a week 1 semester 3 credits.

Spring

Journalism

- **JNM 108 - INTRO TO JOURNALISM**

Learn the fundamentals of reporting as well as how to craft a compelling news story. Explore the differences between traditional print journalism and digital media. Examine the ways in which all successful multi-media storytelling starts with good writing.

Prerequisite: [ENG 103](#) , Grade of B or better (or Program permission)

3 hours a week, one semester, 3 credits

- **JNM 110 - JOURNALISM WORKSHOP: THE ART OF THE ESSAY**

Alternative: [ENG 125](#)

Focus on the contemporary approaches to journalistic essay writing. Students will analyze the place of essays in contemporary journalism, and learn the art and craft of writing successful ones.

Prerequisite for either one: [ENG 108](#)

3 hours a week, one semester, 3 credits

- **JNM 200 - HISTORY OF MEDIA**

Analysis of the formative moments in the development of American media, from the Revolutionary pamphlets of Tom Paine through the social media-driven politics of the Obama era. Focus will be on how technological changes affected media coverage, as well as the role of print-based coverage in a world dominated by visual and social media.

Prerequisite: [HIS 170](#) or [HIS 172](#) with a B or better (or Program permission)

3 hours per week, one semester, 3 credits

- **JNM 210 - DIGITAL REPORTING**

Introduction to the art and craft of documentary video, for use either

as supplement to print stories or as original reporting itself. Students will create their own short documentaries.

Prerequisite: [COM 205](#) (aka Digital Media I) or Program permission
3 credits

- **JNM 300 - LOCAL REPORTING (NEW YORK CITY OR LONG ISLAND)**

Conduct interviews as well as pursue document-based reporting on city topics, covering the work of political offices, government agencies, and leading community organizations. Students will write short articles covering issues facing their own neighborhoods.

Suggested Prerequisite: [HIS 276](#) or [HIS 274](#) . Open to majors or by Program permission
3 hours a week, one semester, 3 credits

- **JNM 310 - NEW MEDIA WORKSHOP**

[ART 267](#)

This course will examine social media from a cultural perspective, with emphasis on the role of new media technologies in contemporary journalism. Focus on how older journalistic techniques such as reportage and crisp writing and analysis can inform new media practice.

3 hours a week, one semester, 3 credits

- **JNM 311 - DATA-DRIVEN JOURNALISM AND INFOGRAPHICS**

Infographics (short for informational graphics) are a unique communications format characterized by illustration and the use of typography to communicate an assortment of facts to the reader.

Data-driven journalism is a convergent journalism technique that involves mining publicly available databases and other documents for content that forms the basis of reportage. This class teaches students the theory and practice of data-driven journalism and infographics design. While the form originated in magazines, today infographics can be found in print, broadcast, and web-based journalism, advertising and public relations, corporate communications and promotional materials. Interactive infographics are particularly popular on websites as are infographics that allow for the crowd-sourcing of data. This class studies infographics and data-driven journalism as digital communications genres and gives students the opportunity to create their own infographics based upon existing data-sets that they mine as their own original reporting and research.

1 semester 3 credits

Fall

- **JNM 320 - REPORTING ARTS AND CULTURE**

Learn various techniques utilized to write about contemporary arts and culture issues, including ethnographic method and New Journalism-style narrative reporting. Practice writing profiles, scene reports, and review essays.

Open to majors or by Program permission.

3 hours a week, one semester, 3 credits

- **JNM 330 - REPORTING BUSINESS AND THE ECONOMY**

Learn the techniques of business reporting, and develop an understanding of the role of business in contemporary American society. Analyze and write about a company's financial performance, and learn how to find information about private and public companies.

Open to majors or by Program permission.

3 hours a week, one semester, 3 credits

- **JNM 340 - THE BUSINESS OF MEDIA**

Analyze the business side of media, focusing on current trends in the profession. Learn how to pitch projects and how to seek funding, as well as other strategies for building a successful journalism career.

Open to majors or by Program permission.

3 hours a week, one semester, 3 credits

- **JNM 350 - SCIENCE AND ENVIRONMENTAL REPORTING**

Learn how journalists convey the technical details of scientific discovery and technological innovation to a general audience. Examine how other areas of scientific inquiry - e.g. neuroscience, medical science, and food science - intersect with environmental concerns.

Open to majors or by Program permission.

Prerequisite: One lab science course grade B or better

3 hours a week, one semester, 3 credits

- **JNM 370 - SPECIAL TOPICS: JOURNALISM AND NEW MEDIA**

This course is an upper division course in Journalism and New Media Studies that varies in topic and focus depending on student interest, program needs and new developments in the fields of journalism and new media. Students may take multiple iterations of the course as upper division elections in the major so long as the topic is different.

[JNM 108](#) or [ENG 108](#)

1 semester 3 credits

Fall and Spring

- **JNM 410 - WEB DESIGN WORKSHOP**

Learn the latest techniques in Web-based media, incorporating both print and image-based material. Students will produce their own websites that showcase their own journalist work.

Open to majors only.

3 hours a week, one semester, 3 credits

- **JNM 411 - SENIOR THESIS**

Seniors will complete a required thesis under the supervision of a faculty member. Projects will include both original research and reportage, and include both a written and visual component.

Open to majors only.

3 credits

- **JNM 435 - SUPERVISED INTERNSHIP**

Students will carry out an internship(of at least 60 hours) at either a media outlet or in the communications department of a nonprofit organization. In addition to the internship placement, the course includes a seminar in which students discuss and assess their experiences in the field.

Open to Majors Only.

3 Credits

Liberal Arts

From time to time, faculty collaborate in teaching one course which

explores a topic from an interdisciplinary perspective.

- **LA 201 - HONORS CAPSTONE**

This course offers an opportunity for the students in the Honors Program to develop and explore a unifying theme which can serve to connect the disciplines studied in their freshman year Honors Program experience. Students will attend a series of lectures in the fall semester and participate in a group travel experience. For second year Honors Program students only.

1 hour a week 1 semester 1 credit.

Fall

Library Research Strategies

- **LIB 100 - LIBRARY RESEARCH STRATEGIES**

This course instructs students on how to locate and evaluate information to meet their academic needs and to use the information accurately and ethically. Students will develop proficiency in searching techniques, paraphrasing and proper citation.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week, 5 sessions 1 credit.

Fall and Spring

Marketing

- **MKT 200 - MARKETING**

(Formerly BUS 200)

A study of the importance of marketing to society and to the economy, and its pivotal role in the business and non-profit sectors. The course provides a firm foundation in marketing principles and in

the strategic marketing planning process.

3 hours a week 1 semester 3 credits.

Spring

- **MKT 204 - MARKETING PROMOTION AND ADVERTISING**

(Formerly BUS 204)

An intensive review and study of the promotion and sale of products or services. Both conceptual and applied approaches to such areas as advertising and public relations are used. The student will be required to develop a report on a promotion plan for a product or service.

Prerequisite: [MKT 200](#)

3 hours a week 1 semester 3 credits.

Spring

- **MKT 208 - PUBLIC RELATIONS**

(Formerly BUS 208)

The study of Public Relations and its role as a communications and marketing tool. Corporate image, external and internal communications, and firms' relationships with various organizations are explored. Case study analysis and practice in writing press releases and other corporate communications are expected.

Prerequisite: [MKT 200](#)

3 hours a week 1 semester 3 credits.

Spring

- **MKT 212 - DIGITAL MARKETING**

This course is designed to provide students with the fundamentals of marketing in the digital world. The course focuses on marketing

concepts and how they are developed and executed in today's digital environment. Students will interact with each other in cases, which illustrate and apply digital marketing principles and will learn through textbook readings, case studies, digital marketing and real-world marketing situations.

3 hours a week. 1 semester. 3 credits.

- **MKT 214 - SALES MANAGEMENT**

(Formerly BUS 214)

The importance of managing the creative selling function including telemarketing, missionary sales, prospecting and qualifying prospects, territory management, role ambiguity, evaluating of sales performance, the establishment of standards, and motivating a sales force.

Prerequisite: [MKT 200](#)

3 hours a week 1 semester 3 credits.

Spring

- **MKT 267 - COMPUTER ASSISTED GRAPHIC DESIGN WORKSHOP**

[ART 267](#)

A course with individual projects to suit career needs. Students will use the computer and laser printer in the production of campaigns relating to public relations, marketing, advertising and/or publication.

3 hours a week 1 semester 3 credits

- **MKT 302 - RETAIL MANAGEMENT**

(Formerly BUS 302)

A study of the marketing of goods and services to the final customer. Topics include the structure of contemporary American retailing, assortment planning, inventory control, customer service, price, promotion and location strategies, international retailing, and the interrelationship of retailing, society, and the economy.

Prerequisite: [MKT 200](#), [MAT 200](#)

3 hours a week 1 semester 3 credits.

Spring

- **MKT 310 - CONSUMER MOTIVATION AND BEHAVIOR**

([PSY 282](#)) ([BUS 210](#))

The examination of consumer motivation and behavior employing the disciplines of Anthropology, Psychology and Sociology. Freud, Skinner, and Maslow's theories are utilized. The purpose of the course is to enable the student to understand what motivates the consumer to buy and why.

Prerequisite: [MKT 200](#)

3 hours a week 1 semester 3 credits.

Fall

- **MKT 316 - MARKETING RESEARCH**

(Formerly BUS 306)

A study of the various research methodologies used in solving marketing research problems. Includes Research Design and Data Collection Methods (surveys, questionnaire design, sampling) to enable the student to make the best possible decision in exploring solutions to marketing problems and opportunities. A complete Marketing Research report is required.

Prerequisites: [BUS 222](#), [MKT 200](#)

3 hours a week. 1 semester. 3 credits.

Fall 2014

- **MKT 472 - MARKETING STRATEGY SEMINAR**

An examination and integration of all aspects of marketing, including strategy, execution, and evaluation. Case studies will be analyzed to understand successful marketing strategies. Course will culminate in a major research paper in the form of a detailed marketing plan. For Senior Marketing Major students only

3 hours a week 1 semester 3 credits.

Fall and Spring

Mathematics

- **MAT 105 - FUNDAMENTALS OF MATHEMATICS IN TODAY'S WORLD**

This course, recommended for liberal arts students of varying mathematical backgrounds, stresses critical thinking and reasoning. The course includes the study of patterns, set theory, logic, inductive and deductive reasoning, the real number system and topics in geometry.

3 hours a week 1 semester 3 credits

Fall, Spring

- **MAT 106 - EXCURSIONS IN CONTEMPORARY MATHEMATICS**

This course will present an overview of various topics in mathematics with a focus on recent developments and their applications. Designed for those students for whom the profundity of mathematics has often been obscured by its techniques, this course proposes to illustrate and explore the ubiquitous nature of mathematics in the world around us and thereby promote an appreciation for the significance, power and beauty of the discipline. Many topics are considered. They range from some modern

applications of graphs to the mathematics of social choices.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **MAT 107 - INTRODUCTION TO PROBABILITY AND STATISTICS**

This course offers an introduction to probability and statistics. It is designed to provide a common foundation for the more specialized material presented in the various statistics courses offered in other quantitative departments. Material covered includes: probability models, random variables and probability distributions (both discrete and continuous), descriptive statistics, inference, sampling and hypothesis testing.

3 hours a week. 1 semester. 3 credits.

Fall, Spring.

- **MAT 111 - COLLEGE ALGEBRA**

Properties of numbers and expressions; linear and quadratic equations; systems of equations; exponents and logarithms; functions; linear, quadratic, polynomial, exponential and logarithmic. Not open to students who have completed MAT 113 or students with credit for any 200 level math course.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits

Fall, Spring

- **MAT 113 - ELEMENTARY FUNCTIONS: PRECALCULUS**

Introduction to the concept of functions: their graphs, elementary properties, geometric transformations, inverses, and algebra of

functions. Introduction to the elementary functions and their properties: linear, polynomial, rational, exponential, logarithmic and trigonometric functions. Designed for those who intend to go on to a calculus course.

Prerequisite: 11th year mathematics or equivalent. Not available to students with credit for any 200 level math course. Students will not receive credit for both [MAT 111](#) and MAT 113.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **MAT 151 - FUNDAMENTALS OF STATISTICS**

An introduction to statistics, including probability, sampling distributions, correlations, predictions, and hypothesis testing.

Prerequisite: [COM 140](#) or [COM 141](#) or equivalent.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **MAT 200 - MATHEMATICS FOR BUSINESS AND ECONOMICS**

This course includes the study of matrices, linear programming, the simplex method, and the mathematics of finance. Basic business applications of precalculus mathematics will be discussed.

Prerequisite: [MAT 111](#) - Long island Campus, [MAT 113](#) - Brooklyn Campus or equivalent.

This course is applicable to the liberal arts requirements of the curriculum. Not open to students who have completed [MAT 205](#).

3 hours a week. 1 semester. 3 credits.

Fall, Spring.

- **MAT 202 - GLOBAL EXPERIENCES IN MATHEMATICAL EDUCATION**

This class will be a comparative study of the mathematical educational systems in the United States and another country. It will review books, articles, textbooks, websites, and exams from each country to determine how they are alike and how they differ. There is an optional trip component offered after the semester is over for one additional credit.

1 or 2 credits. 12 hours on campus, 1 credit. With optional trip, 2 credits.

Spring

- **MAT 203 - MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE**

The emphasis will be on algorithmic problem solving and discrete mathematical concepts including logic, sets, Boolean algebra, relations, functions, induction and recursion, counting principles and combinatorics, graphs and trees. Use of the computer as a problem-solving tool will be integrated with the theory. Fundamental algorithms including sorting, searching and tree traversal will be introduced.

Prerequisite: MAT 113 or equivalent.

4 hours a week. 1 semester. 4 credits.

Fall.

- **MAT 204 - ANALYTIC TRIGONOMETRY AND GEOMETRY**

This course will focus on analytical geometry and trigonometric functions and their properties. Amongst the topics considered under analytic geometry are the conic sections and their general quadratic equation along with polar and parametric equations. The topics covered under trigonometric functions include the inverse functions, trigonometric identities and the trigonometric representation of the complex numbers.

Prerequisite: MAT 113 or equivalent.

3 hours a week 1 semester 3 credits.

Spring

- **MAT 205 - CALCULUS AND ANALYTIC GEOMETRY I**

Functions of one variable, limits, continuity, derivatives, chain rule, maxima and minima, inverse functions, antiderivatives, Riemann sums, Fundamental Theorem of Calculus. The study of calculus is enhanced through the use of the computer software, Maple.

Prerequisite: [MAT 111](#) - Long Island Campus, [MAT 113](#) - Brooklyn Campus, or equivalent.

3 lecture hours, 1 recitation hour and 1 lab hour. 1 semester. 4 credits.

Fall, Spring.

- **MAT 206 - CALCULUS AND ANALYTIC GEOMETRY II**

Differentiation and integration of logarithmic and exponential functions, the trigonometric and inverse trigonometric functions, elementary differential equations. Applications of integration such as volumes of various solids are explored. Techniques of integration, indeterminate forms and L'Hopital's Rule, improper integrals. Maple software will be used.

Prerequisite: [MAT 205](#) with a minimum grade of C-.

3 lecture hours, 1 recitation hour and 1 lab hour a week. 1 semester. 4 credits.

Fall, Spring.

- **MAT 207 - CALCULUS AND ANALYTIC GEOMETRY III**

Infinite series and their convergence is explored and the Taylor series expansion for differentiable functions is developed. Parametric equations and polar functions are considered. Vectors in two and three dimensions along with their algebras are explored. Lines, planes and various families of surfaces in three dimensional space are considered. Material is illustrated and enhanced by the use of software such as Maple.

Prerequisite: [MAT 206](#) with a minimum grade of C-.

4 hours a week 1 semester 4 credits.

Fall

• MAT 208 - ADVANCED CALCULUS

Functions of several variables are introduced and studied. The calculus is redeveloped in this context. Gradients, directional derivatives, tangent planes and normal lines along with relative and absolute extrema are considered. Line, contour and multiple integration is explored. Vector fields and their calculus are studied. Material is illustrated and enhanced by the use of software packages such as Maple.

Prerequisite: [MAT 206](#) with a minimum grade of C-.

4 hours a week 1 semester 4 credits.

Spring

CONTACT

BROOKLYN CAMPUS

245 Clinton Avenue,
Brooklyn, NY 11205
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LONG ISLAND CAMPUS

155 West Roe

MENU

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COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

Course Filter

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Mathematics

- **MAT 212 - INTRODUCTION TO PROOFS**

Formerly (MAT 211)

This course will focus on what a mathematical proof is and how to construct one. Students will learn the building blocks of logic, as well as different proof techniques. These techniques include direct proof, proof by contradiction, and induction. A variety of subjects will be used to draw examples from, including Calculus and Number Theory.

Prerequisite: [MAT 205](#)

3 hours a week. 1 semester. 3 credits.

- **MAT 213 - PROBLEM SOLVING SEMINAR**

This course is intended for students of mathematics or computer science who are interested in sharpening their problem solving skills, in developing their mathematical intuition, their skills in doing mathematical proofs and their ability to express mathematical ideas. While there is no fixed curriculum, a variety of problems from across the discipline will be explored.

Prerequisites: [MAT 203](#) or departmental approval.

1 hour a week 1 semester 1 credit.

Offered when there is sufficient student demand.

Repeatable up to 3 times.

- **MAT 241 - HISTORY OF MATHEMATICS**

This course presents the development of mathematics from the ancient times to the present. Major advances in the field are examined in some depth and how these advances contributed to the growth of the discipline as a whole. Topics include the birth of the axiomatic system as exemplified by Euclidean geometry, the prescience of Archimedes, the study of roots of polynomials, the

development of the calculus and many other breakthrough topics.

Prerequisite: [MAT 205](#).

Recommended for prospective teachers.

3 hours a week. 1 semester. 3 credits.

Fall, Spring, Summer.

• MAT 246 - PROBABILITY AND STATISTICS

A calculus based course in the basic concepts of probability and statistics. Topics include: descriptive and inferential statistics, measures of central tendency and dispersion, sample spaces and events, probability axioms, counting techniques, conditional probability and independence. Also included are Bayes' Theorem, expected value, discrete and continuous random variables, probability density functions, various distribution functions and moments, Chebyshev's Theorem and the Central Limit Theorem.

Prerequisite: [MAT 206](#) or departmental permission.

3 hours a week. 1 semester. 3 credits.

Fall, Spring, Summer.

• MAT 250 - THEORY OF INTEREST

This course deals with the mathematical aspects of investment.

Topics treated include: interest rates, discount rates, present value, accumulated value, annuities, yield rates, amortization schedules and sinking funds. Applications to be treated include: bonds, real estate mortgages, methods of depreciation and insurance.

Prerequisites: [MAT 206](#) and [BUS 315](#) or [BUS 219](#), or Departmental Approval

3 hours a week. 1 semester. 3 credits.

Fall.

• MAT 307 - REAL ANALYSIS

This course provides a closer and more rigorous look at material

covered in Calculus I, II and III. It reviews content from single variable calculus and goes further into the theoretical foundations of the subject. Topics covered include the real number system, sequences, limits, continuity, differentiation, Riemann integration and infinite series of numbers and of functions.

Prerequisites: [MAT 207](#) or equivalent with a minimum grade of C.

3 hours a week 1 semester 3 credits

Spring 2014

- **MAT 346 - ADVANCED TOPICS IN PROBABILITY AND STATISTICS**

A second course in Probability and Statistics. Topics studied include descriptive and inferential statistics; moment generating functions; multivariate distributions, jointly distributed random variables, marginal and conditional distributions, covariance and correlation coefficients; transformations, order statistics; point estimation, method of moments and maximum likelihood; interval estimation and hypothesis testing; simple and multiple linear regression; analysis of variance, nonparametric methods and time series analysis. Statistical software is used for exploratory data analysis and statistical inference based in real data relevant to applications.

Prerequisite: [MAT 246](#) (with a minimum grade of C-)

Corequisite: [MAT 208](#) or Departmental Approval

3 hours a week. 1 semester. 3 credits.

Spring.

- **MAT 350 - DIFFERENTIAL EQUATIONS**

The topics of this course include ordinary differential equations of first and second order, homogeneous and non-homogeneous equations, numerical methods involving first order equations, linear differential equations, selected higher order equations, and Laplace Transforms.

Prerequisite: [MAT 206](#).

3 hours a week. 1 semester. 3 credits.

Fall.

- **MAT 352 - ELEMENTARY NUMBER THEORY**

Prime and composite integers, number theoretic functions, Diophantine Equations, congruences: linear and higher order degree. Euler-Fermat Theorem, quadratic residues, continued fractions, Gaussian integers, and algebraic number theory.

Prerequisite: [MAT 206](#) or equivalent.
3 hours a week. 1 semester. 3 credits.
Fall, Spring.

- **MAT 354 - MODERN ALGEBRA**

This course consists of the axiomatic study of algebraic structures (groups, rings and fields) that develop out of traditional elementary algebra. The study of groups include cyclic groups, factor groups, and permutation groups. The study of rings and fields includes integral domains, ideals, extension fields and Galois fields. Applications to semiconductors, information theory and error correcting codes are used to illustrate the concepts.

Prerequisite: [MAT 206](#).
3 hours a week. 1 semester. 3 credits.
Fall, Spring.

- **MAT 356 - LINEAR ALGEBRA**

This course consists of the study of the algebra of matrices, vector spaces and linear transformation between vector spaces. Topics include determinants, inner product spaces, subspaces of vector spaces, eigenvectors and eigenvalues, diagonalization and factorization.

Prerequisite: [MAT 206](#) or Permission of Department.
3 hours a week. 1 semester. 3 credits.
Fall, Spring.

- **MAT 360 - OPTIMIZATION METHODS**

The objective of this course is to introduce the students to fundamental notions of convex analysis and methods of linear optimization. Topics discussed include: properties and representation of convex sets, properties of convex functions, convexity criteria, necessary and sufficient conditions of optimality for linear optimization problems with constraints, the simplex method and duality theory. Numerical methods for optimization problems with differentiable functions will be presented. Some emphasis will be put on development of optimization models relevant to statistics and business.

Prerequisite: [MAT 356](#)

Offered when there is sufficient student demand.

3 hours a week. 1 semester. 3 credits.

- **MAT 362 - MODERN GEOMETRY**

This course provides a history of the development of Euclidean and non-Euclidean geometries with an emphasis on axiomatic systems. A comparative approach will be taken, highlighting the impact of the Euclidean, Hyperbolic, and Spherical forms of the Parallel Postulate. Various software applications are used to model both Hyperbolic and Elliptic geometries, as well as to explore their properties. Neutral and projective geometries are also explored.

Prerequisite: [MAT 206](#) or equivalent.

3 hours a week 1 semester 3 credits

Spring

- **MAT 364 - TOPOLOGY**

This course consists of the study of topology, concentrating on point set topology. Some elementary algebraic topology is also considered. Topics include open and closed subsets of a topological space, Continuity, Homeomorphism, Connectivity, Compactness. Also some basic properties of manifolds and knots and isotopy are

studied.

Prerequisite: [MAT 206](#).

3 hours a week 1 semester 3 credits

Spring 2014, Spring 2016

- **MAT 368 - FUNCTIONS OF A COMPLEX VARIABLE**

This course is the study of functions from the complex plane to itself. The calculus of such functions is developed. Topics include differentiation, analyticity, harmonic functions, transcendental functions, complex contour integration, infinite complex series, residues and conformal mappings.

Prerequisite: [MAT 208](#).

3 hours a week. 1 semester. 3 credits.

Spring 2015 - Long Island Campus. When there is sufficient demand
- Brooklyn Campus.

- **MAT 470 - DIRECTED READING**

Assigned reading in the mathematical literature. Normally the student is required to demonstrate progress in a paper of significant depth. Approval of associate chairperson is necessary.

1 semester 1, 2, or 3 credits.

- **MAT 471 - SEMINAR**

Special topics in the field of modern mathematics; preparation of written reports and presentations. Required of mathematics majors in their senior year.

2 hours a week 1 semester 3 credits

Fall, Spring

Music

CO-CURRICULAR WORKSHOP IN MUSIC may be offered for academic credit in accordance with the policy that students may earn 1/2 credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator of the Choral Society, Jazz Ensemble or the Music Performance Club.

- **MUS 100 - THE UNDERSTANDING AND ENJOYMENT OF MUSIC**

This is a course in active listening through a survey of musical compositions from ancient times to present. Illustrative media, required attendance at one concert.

3 hours a week 1 semester 3 credits.

- **MUS 101 - THEORY I**

Introduction to basic theory: intensive drill in notation and visual recognition in treble and bass clefs of key signatures, scales, intervals and meters; development of a sense of tonality through basic sight singing and melodic dictation.

3 hours a week 1 semester 3 credits.

- **MUS 104 - EVOLUTION OF AMERICAN MUSIC**

A review of the growth of music in the United States from early American folk music to the complex and simple styles which exist today. This course is a study of the evolution of American music, the diversity of which is reflected in its multicultural population.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **MUS 113 - GREAT FIGURES IN MUSIC**

This course explores the lives and music of the “greats.” Students will travel through time as they encounter musicians from all genres and countries. Seven different musical figures will be selected as students discover the grand scope of music. Similarities and differences among the composers will be considered.

3 hours a week 1 semester 3 credits.

- **MUS 115 - SURVEY OF EUROPEAN CLASSICAL MUSIC**

A chronological study of western classical music from the Middle Ages to the present. This course will investigate the evolution of western classical music from its inception with vocal music to the multimedia status of this century.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **MUS 201 - THEORY II**

This course is intended to develop the student’s aural perception: chords, inversions, and cadences; melodic, rhythmic, and harmonic dictation; sight-reading, modulation and transposition. [MUS 101](#) or an equivalent is required.

3 hours a week 1 semester 3 credits.

Summer and Intersession

- **MUS 205 - JAZZ**

The phenomenon of jazz resounds far deeper than the music itself. It

is a true manifestation of American ideals: democracy in action, freedom of choice through improvisation, and a national identity in music for African Americans. Class discussions of the lives of jazz performers and repertoire will be presented in their social and historical context. Illustrative media, required attendance at one concert.

3 hours a week 1 semester 3 credits.

Spring, Summer

- **MUS 206 - THE OPERA**

The evolution of the opera. Historical background of the great composers. Representative recordings to supplement the lectures. Analysis of several individual operas. Required attendance at an opera performance.

3 hours a week 1 semester 3 credits.

- **MUS 207 - TWENTIETH CENTURY MUSIC**

A survey of the outstanding composers since the turn of the century, including Debussy, Ravel, Stravinsky, Schoenberg, Berg, Webern, Milhaud, Honegger, Poulenc, Bartok, Hindemith, Prokofiev, Shostakovich, Vaughan-Williams, Britten, Ives, Copland and other composers. The historical background of the composers, their aesthetics and style characteristics, with special reference to serial, aleatoric, electronic music and jazz.

3 hours a week 1 semester 3 credits.

- **MUS 208 - THE CLASSICAL ERA (1750-1820)**

The Classical style of Composer, Patron and Public in the Viennese Period: exploration of Sonata Form, Theme and Variations, Classical Symphony, Classical Concerts and Chamber Orchestras; treatment of basic concepts, terms and forms of design in Classical Music; presentation and analysis of the works of Joseph Haydn,

Wolfgang Amadeus Mozart and their Classical contemporaries.

3 hours a week 1 semester 3 credits.

- **MUS 209 - THE BAROQUE ERA (1600-1750)**

The history of Early, Middle and Late Baroque in Italy, France, the Netherlands, England and Germany. A study of the recitative style, lute and keyboard music; cantata, oratorio and opera. Special reference to the music of Gabrieli, Monteverdi, Frescobaldi, Lully, Corelli, Purcell, Couperin, Vivaldi, Telemann, Rameau, Bach, Handel and Scarlatti.

3 hours a week 1 semester 3 credits.

- **MUS 210 - THE ROMANTIC ERA**

Musical thought in the 19th century. The Romantic Movement as manifested in music. Changing forms of musical composition such as the symphony, solo sonata, concerto and opera. Special study of Program Music and musical Nationalism. Analysis of the works of Beethoven, Schubert, Chopin, Brahms, Dvorak, Berlioz, Wagner and Verdi.

3 hours a week 1 semester 3 credits.

Summer and Intersession

- **MUS 211 - DEVELOPMENT OF MUSIC IN MOTION PICTURES**

This course examines film from the musical perspective: how music can enhance the desired effect of corresponding drama and images. A variety of films will be analyzed from the classics of accomplished directors to popular films of today. Historical and other relevant background of selected music will be discussed. Through contrast and comparison, students will develop a greater understanding of how music is used in motion pictures and how this ultimately influences and shapes our perception of culture in the

past, present, and future.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Fall

- **MUS 212 - LATIN AMERICAN MUSIC**

This course is an introduction to Latin American music. Including the music of Cuba, Brazil, and Argentina, Latin American Music intends to provide the students with a closer perspective on the genre. Topics will include a discussion of instrumental music, translations of vocal text, as well as a focus on the percussive elements. Concerning the latter, a large part of the class will be spent introducing students to the principal elements of playing Latin percussion. They will be expected to play these instruments in class as an attempt to experience music rather than only observing it.

3 hours a week 1 semester 3 credits.

- **MUS 213 - DEVELOPMENT OF MUSIC IN MOTION PICTURES II**

Featuring a special emphasis on recently released films and music scores, this course continues to examine film from the musical perspective: how music can enhance the desired effect of corresponding drama and images, and how this ultimately influences and shapes our perception of culture. Historical traditions and other relevant background of selected music will be discussed.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Spring

- **MUS 214 - POSTMODERN MUSIC**

As one of the most illusive terms, Postmodernism is highly resistant to definition. As a term transcendent and iconic of time itself, the application of this to music through specific practices identified as postmodern further reveals its complexity. The ease of cultural exchange, facilitated by the technology and globalism of the recent decades, provided fertile ground for this new musical direction. The class will be a directed forum for contextualized discussion, investigating the music of the most current young leaders in composition and performance, as well as a survey into the pioneers of the aesthetic: John Cage, John Zorn, and the minimalists Steve Reich and Phillip Glass. Punk rock, post rock, experimental music, performance art, jazz fusion and eclecticism will also be explored. The course will examine the difference between modern and postmodern music, the postmodern ideal in contemporary popular music, and the cultural and sociological implications for the present and future.

3 hours a week 1 semester 3 credits

Fall

• MUS 215 - HISTORY OF THE SYMPHONY

This course traces the development of the symphony from the Sinfonia of the 18th century through the symphonies of the 20th century. Major symphonic composers will be discussed and their contributions to the symphonic literature, including Giovanni Battista Sammartini, Johann Stamitz, Joseph Haydn, Ludwig van Beethoven, Franz Shubert, Felix Mendelssohn, Johannes Brahms, Peter Tchaikovsky, Gustav Mahler and Ralph Vaughn Williams. Class discussions of the lives of composers and their symphonies will be presented in their social and historical context.

3 hours a week 1 semester 3 credits.

• MUS 216 - LATIN AMERICAN MUSIC II

This course continues to examine Latin American music, including the Afro-venezuelan drumming traditions, Colombian Currulao, Brazilian Bossa Nova, Mexican Marimba, Puerto Rican Bomba, Plena and Reggaeton, Dominican Bachata, Cuban Mambo and Timba. Class discussions of the lives of composers and their music

will be presented in their social and historical context.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **MUS 217 - MUSIC IN PARIS**

This course explores the music in Paris between the world wars and beyond, including Les Six, Claude Debussy, students of Nadia Boulanger and music during Vichy. Popular music of Edith Piaf and others will also be studied as well as their influence on global culture. Class discussions of the lives of composers and their compositions will be presented in their social and historical context.

3 hours a week 1 semester 3 credits

- **MUS 218 - MUSIC OF CHINA**

This course surveys traditional, folk, instrumental and pop genres from musical traditions in China from the ancient to present time. Having exposure to Chinese tonality, notation and language, students will approach music as both aesthetic and social processes, gaining insight into the differences between East and West. Utilizing social media, the classroom will connect to all parts of China, developing basic skills in critical listening, analysis, and writing about music. Illustrative media, required attendance at one event of Chinese music or theater. No prerequisite; previous knowledge of musical instrument or notation is not required.

3 hours a week 1 semester 3 credits

Fall

- **MUS 226 - MUSIC IN THERAPEUTIC SETTINGS**

(FORMERLY Music Therapy)

The use of various types of music and musical instruments to

promote and enhance personality growth and development.

3 hours a week 1 semester 3 credits.

- **MUS 308 - MOZART**

The music of Wolfgang Amadeus Mozart (1756–1791) revealed a genius in every sense of the word. From his early days as a prodigy to the final days of his short life, his music displays the tenets of classical form: symmetry, organization, and control. His classical style reflected the social and political aims of the Age of Enlightenment. Students will learn how Mozart was a true architect of this era.

3 hours a week 1 semester 3 credits.

- **MUS 310 - BEETHOVEN**

Ludwig van Beethoven is perhaps the most famous musician of all time. He has been revered as the principal figure in the history of Western music. He brought Classical genres—symphony, concerto, sonata, string quartet—into the 19th century and transformed them into the vehicles of musical expression for a new age. Through an in-depth survey of works from his early, middle, and late periods, a better understanding of this great artist will be gained.

3 hours a week 1 semester 3 credits.

Music: Studio

The emphasis of studio courses is to guide the students in discovering and expressing their creative musical potential. Exposure to varied techniques and approaches offers the beginning as well as the advanced student, a broad scope for individual growth and expression.

- **MUS 120 - VOCAL TECHNIQUE, CHORAL LITERATURE AND PERFORMANCE**

A performance-directed choral experience with emphasis on developing the average voice to sing freely and in tune throughout its full range. Music reading and rhythmic perception required of representative choral works of the great historical periods.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **MUS 121 - VOCAL TECHNIQUE, CHORAL LITERATURE AND PERFORMANCE**

A continuation of choral literature.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **MUS 122 - VOCAL TECHNIQUE, CHORAL LITERATURE AND PERFORMANCE**

A continuation of choral literature.

1 hour a week 1 semester 1 credit.

Fall and Spring

- **MUS 123 - VOCAL TECHNIQUE, CHORAL LITERATURE AND PERFORMANCE**

A continuation of choral literature.

1 hour a week 1 semester 1 credit.

Fall and Spring

- **MUS 222 - THE CHAMBER CHOIR**

A small ensemble of students proficient in sight reading and interested in the study and performance of representative choral works that have played an important role in shaping vocal music. Significant and representative selections, mostly a cappella from the Renaissance through Contemporary periods. May be repeated once for credit.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **MUS 224 - CHAMBER CHOIR**

A continuation of choral literature and music theory in a small ensemble of students proficient in sight reading.

1 hour a week 1 semester 1 credit.

Fall and Spring

- **MUS 227 - INSTRUMENTAL ENSEMBLE**

This studio course is an instrumental ensemble for the performance of contemporary, popular, jazz and/or classical works written and arranged for contemporary music ensembles (guitar, bass, keyboards, drums) and/or concert band and orchestra (brass, winds, strings). In addition to performances planned throughout the year, the ensemble will be featured in a fall concert and a spring concert. Interested students should contact the ensemble instructor or department chair for more information. Repeatable twice for students who declare a music concentration. This course may be applied as a core course if a student takes a music history or theory course.

3 hours a week 1 semester 3 credits.

Fall and Spring

Repeatable once for credit.

- **MUS 228 - INSTRUMENTAL ENSEMBLE**

This studio course is an instrumental ensemble for the performance of contemporary, popular, jazz and/or classical works written and arranged for contemporary music ensembles (guitar, bass, keyboards, drums) and/or concert band and orchestra (brass, winds, strings). In addition to performances planned throughout the year, the ensemble will be featured in a fall concert and a spring concert. Interested students should contact the ensemble instructor or department chair for more information. Repeatable for credit.

1 hour a week 1 semester 1 credit.

Fall and Spring

New Student Seminar

- **SJC 100 - THE FRESHMAN SEMINAR**

A seminar course for all first-year students which will introduce them to the academic world of college, and along with the required First Year Experience Program (FYE), will serve to engage students in the college experience at St. Joseph's. Each course section will focus on a unique and engaging topic related to the discipline or avocation of the instructor and may also incorporate interdisciplinary themes. This course will offer a laboratory experience of careful and critical reading, writing to learn, research skills, and cooperative classroom activities.

3 hours a week 1 semester 3 credits.

Fall

- **SJC 200 - TRANSFER SEMINAR**

This one-credit course will introduce new transfer students to the mission and goals of St. Joseph's College. Additionally students will explore learning and research skills, opportunities for campus and community involvement and the nature of the liberal arts as envisioned by SJC. This course is required of all transfer students as a vital part of the process of becoming familiar with the ethos of St. Joseph's College and helping them to integrate into our social and learning environment.

1 hour a week. 1 semester. 1 credit.
Fall and Spring.

Nursing

Students under the direction and guidance of faculty develop a learning contract for each clinical nursing course. The learning contracts are designed in accord with the student's academic and professional background and the objectives of the course. The use of the learning contract provides for student self-direction and participation in the selection of their learning experiences. Clinical hours are planned on a to-be-arranged basis.

The Department of Nursing reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

- **NU 300 - THEORETICAL BASES IN NURSING**

The focus of this course is the study of the conceptual framework and theories which provide the bases for professional nursing practice. The historical evolution of the theoretical foundation of nursing practice will be discussed, as well as the functions and merits of theory development to nursing practice, education and research. Selected nursing theories and concepts will be explored with an emphasis on the application of these to the nursing process. A case study approach will be used to provide students the opportunity to apply learning to practice situations.

3 hours a week 1 semester 3 credits.

- **NU 301 - WAY OF BEING**

This course offers an introduction to the fundamental skills needed to complete St. Joseph's College nursing program. Inclusion of Way of Being and concepts on how one comes to know will provide a framework for future courses. An introduction to fundamental computer skills needed for using St. Joseph's learning platform,

library research data bases, email software, and APA guidelines will be explored.

1 credit

- **NU 302 - NURSING INFORMATICS**

This course focuses on information management systems, technology, and the human/technology interface utilized in professional nursing practice. It integrates nursing, computer and information science, to manage and communicate data to foster shared decision-making and provide quality and safe patient care.

[NU 301](#) - prerequisite.

1 semester. 3 credits.

- **NU 311 - TRANSITION TO PROFESSIONAL NURSING PRACTICE**

This course provides the historic foundation for professional nursing practice. The students will explore factors that influence the socialization of the professional nurse in a dynamic health care environment. Role theory and role formation will be discussed. The concepts of professionalism, communication, collaboration, critical thinking and clinical judgment will be emphasized.

Pre/Corequisite: [NU 301](#)

3 credits

- **NU 320 - HOLISTIC NURSING (ELECTIVE)**

This course is designed to provide an introduction to holistic nursing and an overview of selected healing modalities such as therapeutic touch, relaxation and guided imagery. Discussions, demonstrations and/or experiential sessions are utilized to facilitate an understanding of these modalities. Emphasis is placed on theory-based practice. The implications of holistic nursing in practice and research are examined.

Prerequisites: [NU 300](#), NU 310

3 hours a week 1 semester 3 credits.

Offered when there is sufficient student demand.

- **NU 330 - NURSING PRACTICE AND THE INTEGRATION OF GENETICS (ELECTIVE)**

This course will explore the impact of the Human Genome Project and expanding genetic knowledge base on the clinical practice of nursing. Students will gain a basic understanding of the science of genetics as it relates to clinical aspects of nursing and health care. Genetic concepts related to human heredity, genetic conditions, and treatment approaches will be explored. Emphasis will be placed on the integration of genetic knowledge into nursing practice. Ethical, legal, social and cultural aspects of genetic advances in health care will be explored from a nursing perspective.

Co or Prerequisite: NU 310

3 hours a week 1 semester 3 credits.

Offered when there is sufficient student demand.

- **NU 350 - PROFESSIONAL NURSING WITH INDIVIDUALS**

This course focuses upon the health appraisal of clients including select physical assessment skills. Emphasis is placed on health promotion and the total assessment of the client including factors affecting health status, health history, client education and the application of the nursing process. The integration of Roy's theory and the nursing process, communication and interpersonal relationship skills are emphasized.

Prerequisites: [NU 300](#), [BIO 331](#) Co or Prerequisite: NU 310

4 hours lecture/college lab per week, 4 hours clinical per week for two weeks 4 credits.

- **NU 351 - HEALTH ASSESSMENT**

This course focuses on the utilization of a comprehensive health history and physical examination to evaluate the health status of an individual, and to facilitate patient centered care. It will prepare the student for the expanding specialization of nursing roles, and the diversity of assessment skills that will be critical for quality nursing practice. Emphasis is placed on health promotion, health maintenance and disease and injury prevention across the lifespan.

[NU 301](#) - prerequisite. (Including 28 hours of lab).
1 semester. 3 credits.

- **NU 400 - PROFESSIONAL NURSING WITH FAMILIES**

This course includes a study of the concept of a family, the family environment as related to and influenced by health and illness, and the family as a system. Relevant theories are explored in relation to nursing practice with families focusing upon health promotion, maintenance and restoration. Public policy issues that affect family health care are explored.

Prerequisites: [NU 300](#), NU 310
3 hours a week 1 semester 3 credits.

- **NU 401 - RELATIONSHIP-CENTERED CARE IN PROFESSIONAL NURSING**

This course examines relationship-centered care of individuals, families, and groups. Relevant theoretical perspectives will guide the study of relationships in professional nursing practice. The influence of relationships on health is explicated. Personal and professional implications of the diversity of systems and structures are a central focus of this course. Public policies, legal and ethical issues that impact health are explored.

[NU 301](#) - prerequisite.
1 semester. 4 credits.

- **NU 410 - PROFESSIONAL NURSING WITH COMMUNITIES**

This course focuses upon the application of theories to promoting, maintaining, and restoring the health of communities. Emphasis is placed on the utilization of the nursing process in the health assessment of families and communities. Health promotion, health education, coordination and continuity of care are emphasized as are the roles of the professional nurse in community practice. The epidemiological process is stressed in surveying current major health issues. Public policy issues relating to health care are explored.

Prerequisites: [NU 350](#), [PSY 150](#), [NU 400](#)

3 hours lecture per week, 6 hours clinical per week. 1 semester. 6 credits.

- **NU 411 - POPULATION- FOCUSED CARE IN PROFESSIONAL NURSING**

This course focuses on the integration of the best current evidence from nursing, public health and the social sciences as a basis for improvement in population health status. Using ecological and epidemiological perspectives, students will interpret trends and deviations from expected health patterns in populations, derive population diagnoses and establish health priorities based on assessment data. The importance of developing collaborative partnerships to promote effective population interventions will be emphasized. The impact of local, national and global environments on the health of populations will be explored.

[NU 301](#) - prerequisite.

1 semester. 3 credits.

- **NU 421 - NURSING RESEARCH**

This course focuses on the role of research in nursing practice. Emphasis is placed on the critical evaluation of research and its

implications for evidence based practice. Theoretical foundations, quantitative and qualitative approaches, and concepts basic to the research process are explored. The importance of ethical considerations is emphasized.

Prerequisite: [NU 301](#)

3 credits

- **NU 431 - NURSING LEADERSHIP**

NU 430

This course will enable students to synthesize new knowledge and develop the skills, behaviors and attitudes to assume a leadership/management role in today's health care system. Emphasis will be placed on developing the competencies of leadership, systems thinking, collaboration, teambuilding and communication. Theories and principles of leadership, management and organizational processes: health care finance and legal and ethical issues will be explored and applied to nursing.

Co- or Prerequisite: [NU 301](#)

3 credits

- **NU 440 - BUDGETING CONCEPTS FOR NURSE MANAGERS (ELECTIVE)**

The focus of this course is to improve the budgeting skills of nurse managers or potential nurse managers. It explores the budgeting process, types of budgets, cost factors and forecasting. Emphasis is placed on the role of the nurse manager in the preparation of a personnel budget for a patient care area.

Co or Prerequisite: NU 430

1 hour a week. 1 semester. 1 credit.

Offered when there is sufficient student demand.

- **NU 450 - PROFESSIONAL NURSING**

PRACTICUM

This course continues the study of theories and practice models that guide nursing practice with groups, families, and communities. Emphasis is placed on the use of leadership skills, strategies for initiating and facilitating change, and the application of research to nursing practice. The practicum is designed to facilitate the learner's self assessment and self directed pursuit of professional nursing knowledge in an area of interest.

Prerequisite: [NU 350](#) Co or Prerequisite: NU 430

3 hours seminar per week, 6 hours clinical per week. 1 semester. 6 credits.

- **NU 451 - CONTEMPORARY ISSUES IN HEALTH**

This course examines health in the context of changing environments. Emphasis is placed on the exploration of legal, ethical, and contemporary issues in relation to professional nursing practice.

Prerequisite: [NU 301](#)

3 credits

- **NU 455 - CAPSTONE COURSE**

This capstone course will present an opportunity for the learner to integrate evidence from multiple ways of knowing to support excellence in nursing practice. Emphasis will be placed on the synthesis of concepts, theories and knowledge. Ways of Knowing and Way of Being will serve as a framework to demonstrate achievement of competencies and program outcomes.

Co- or prerequisite: All courses in the program.

2 hours of seminar per week and 126 hours of clinical for the semester 5 credits

- **PHI 123 - THE ART OF THINKING**

This is a basic course which aims to demonstrate, analyze, and develop fundamental skills in critical thinking and effective communication which are the mark of an educated person. Students will be expected to evaluate and construct arguments in a wide variety of contexts that bear upon the moral, political, and professional dimensions of their lives.

3 hours a week 1 semester 3 credits.

Fall

- **PHI 124 - INVITATION TO PHILOSOPHY**

PHI 124 is designed to introduce students to the problems, methods, and aims specific to philosophy. It seeks to accomplish this through discussion of a variety of traditional and contemporary examples of philosophical literature which will challenge students to think critically about their values, their claims to knowledge, and their beliefs about reality. Individual instructors may follow either an historical or a problematic approach to this course. Additionally, PHI 124 seeks to encourage awareness of the relation between philosophy and other disciplines of the core curriculum.

3 hours a week 1 semester 3 credits.

Spring

- **PHI 150 - GREAT PHILOSOPHERS**

A study of the fundamental ideas of central figures in philosophy from Plato to Kant. Directed readings and discussions on Plato, Aristotle, Aquinas, Descartes, Hume and Kant.

3 hours a week 1 semester 3 credits.

As needed

- **PHI 154 - SOURCES OF GREAT WESTERN IDEAS**

CLA 154

This course undertakes a study of the classical origins of Western philosophy in Greece and Rome with a special emphasis on its relevance to Modern times. Readings may include literature, drama, poetry, as well as the classic Greek philosophical texts in an examination of such foundation concepts as nature, self, soul, and virtue. Course may be credited to Philosophy or to the Classics.

3 hours a week 1 semester 3 credits.
Spring

- **PHI 157 - ORIGINS OF SELF AND SOCIETY IN ANCIENT GREECE AND ROME**

This course will explore the origins of the concepts of self and society in Western culture in the history and philosophy of classical Greece and Rome. In addition to independent readings in the historical and philosophical literature, this class includes an intensive study abroad component. The class will meet as a seminar during the spring term, include an active online course experience and complete its investigation through readings and discussion at the sites in Greece and Rome in a two-week trip at the end of May. This course is targeted for freshmen as a special opportunity for interdisciplinary study coupled with a study abroad experience.

1 semester 3 credits.
Spring

- **PHI 160 - INTRODUCTION TO ETHICS**

What are the sources of morality? What makes an action right or wrong? What constitutes “the good life?” This course will explore these questions and examine related issues such as absolutism vs. relativism, objectivism vs. subjectivism, rules vs. outcomes. General theories will be applied to specific ethical dilemmas through

discussion.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **PHI 196 - HONORS: THE ANCIENT WORLD**

This General Education Course is designed for Freshmen Honors Program students and will introduce the history and culture of the ancient world in the Mediterranean area. Civilizations from ancient Egypt through the early Roman will be explored through the history, philosophy and art of the people. This course is an interdisciplinary course, taught by faculty from each discipline.

3 hours a week 1 semester 3 credits.

Offered as needed

- **PHI 231 - THE PHILOSOPHY OF CHILDHOOD**

(FORMERLY PHI 230 PHILOSOPHY IN THE DEVELOPING THINKER)

This course will examine the questions, attitudes, beliefs and language of the developing child that reflect philosophical problems and concepts that contribute to the child's knowledge of self and the world. Recommended: Any philosophy courses except [PHI 123](#).

3 hours a week 1 semester 3 credits.

Fall

- **PHI 235 - AESTHETICS AND PHILOSOPHY OF ART**

This course will examine issues and problems in aesthetics and philosophy of art. Topics such as the definition of art, the nature of

creativity, the role of critical judgment will be explored through readings and discussion.

3 hours a week 1 semester 3 credits.

Spring

- **PHI 237 - PHILOSOPHY AND GOD**

This course will explore philosophical concepts of deity and historical arguments for and against the existence of God within the tradition of Western philosophical literature.

3 hours a week 1 semester 3 credits.

Fall 2013

- **PHI 240 - AMERICAN PHILOSOPHY**

This course will examine the rich heritage of American philosophy as a resource to enable students to understand and manage the rapid changes, increasing social diversity, and conflicting paradigms of beliefs, meaning and value which characterize the twenty-first century. From Emerson and Thoreau through Peirce, James, Dewey, and Mead to contemporary neo-pragmatists, American thinkers will be examined for the ideas, ideals, and methods of thinking which shape many of our contemporary views of education, religion, society and politics, and the American psyche. Recommended: Either [PHI 124](#), [PHI 154](#), or a course in American history or political thought subject to departmental approval.

3 hours a week 1 semester 3 credits.

Fall

- **PHI 245 - PHILOSOPHY AND WOMEN**

“Feminism” is a politicized concept in our society. Does it claim that women are different and/or superior to men? Does it deny objective criteria to knowing and doing in favor of emotional ones? Can men be “feminists”? Has feminism outlived its “usefulness” and is its job

“done”? Beginning with an exploration of the social construction of gender, this course will trace out how this construction affects philosophical thought and practice. In addition, it will provide an introductory survey of current feminist issues and analyses. Finally it will examine the meaning of feminism for philosophy—what are the effects of an essentially political and psychological analysis of gender upon a discipline that is supposedly universal and neutral. Recommended: any core course in philosophy or [PSY 180](#).

3 hours a week 1 semester 3 credits.

Spring

• PHI 253 - ANCIENT PHILOSOPHY

This course will introduce the important Greek and Roman Philosophers who established the basic foundations of early philosophical, scientific, and political thinking for the Western philosophical tradition. Readings will include the Pre-Socratics, Plato, Aristotle, the later ethical schools of philosophy and later Roman philosophers.

3 hours a week 1 semester 3 credits

Fall

• PHI 254 - MEDIEVAL PHILOSOPHY

How can I reconcile my religious beliefs with what I know about the world? Can we know about God apart from faith? What is the nature of the human being and his/her place in the universe? These and other questions filled the hearts and minds of the philosophers of medieval times who viewed faith and reason as partners in human experience. This course will examine the thought of Augustine, Anslem, Bonaventura, Aquinas, and others as they reflect upon humanity's place in the universe. The Jewish and Arabian philosophers of this period will also be discussed. Recommended: either [PHI 124](#), [PHI 154](#), or department approval.

3 hours a week 1 semester 3 credits.

Fall

- **PHI 255 - MODERN PHILOSOPHY**

Modern politics, science, and technology directly challenged the older and established traditions of the ancients and medievals. Each raised anxiety concerning what can be known with certainty about ourselves and the world, and even things divine. What is the best way to live? And are we, as moderns, better off or not? Enlightened or not? These and other questions will be examined through a study of Machiavelli, Bacon, Descartes, Hobbes, Hume, Locke, Kant, and Hegel. Recommended: either [PHI 124](#), [PHI 154](#), or department approval.

3 hours a week 1 semester 3 credits.

Fall

- **PHI 260 - AN INQUIRY INTO CROSS CULTURAL GUIDES FOR LIVING**

This course will examine a selection of culturally and historically diverse manuals written as guides for achieving “the good life.” Our goal will be to examine and critique these foundational works about human nature and the achievement of happiness so as to reflect upon the universal elements that link them to together and render them meaningful to citizens of the 21st century. As part of the process we will explore contemporary examples and also examine the postmodern skepticism concerning the very concept of “guides for living.” Recommended: either [PHI 124](#), [PHI 154](#), [PHI 160](#) or department approval.

3 hours a week 1 semester 3 credits.

As needed

- **PHI 268 - ETHICS AND BUSINESS**

This course will examine the relation between ethical theory and business decisions, practices, and policies. The meaning of ethics will be discussed, and differences between morally right and other criteria of right action will be explored. Theory analysis and case studies will enable the student to make informed and intelligent

value judgments concerning such issues as truth in advertising, affirmative action, profit motive, pollution, rights and responsibilities of workers.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

• PHI 270 - PHILOSOPHY AND FILM

This course will examine the art form and medium of film from a philosophical perspective. This objective entails not only examining certain philosophical issues and questions as presented in various films but understanding film as a philosophical text in and of itself, as posing challenges to how philosophers have traditionally approached classical aesthetical, epistemological, ethical and metaphysical questions. Some issues that will be addressed include how film frames questions for an audience through images, camera angle and text/dialogue and the kind of epistemic attitudes and skills the audience needs to engage with the resulting film. How does film offer a perspective on reality that differs from the written text or static image?

3 hours a week 1 semester 3 credits

Offered as needed

• PHI 335 - THE AESTHETICS AND ETHICS OF MYTH

Plato claimed that myth and philosophy are closely related and many 20th century intellectuals such as Levi-Strauss, Freud and Joseph Campbell have likewise argued for the importance of a mythological epistemology. This course will explore the aesthetic and ethical implications of a range of myths from European traditions as diverse as the Greek and Roman myths, the Icelandic sagas and some of the early mediaeval poetic plays. We will extend our study into the myths of non- Western cultures as we seek to investigate how mythic thinking informs our broader understanding of truth, beauty and goodness.

3 hours a week 1 semester 3 credits.

- **PHI 345 - SOCIAL AND POLITICAL PHILOSOPHY**

This course will examine one of the central questions of philosophy and social theory, namely how we, as human beings, should live together. In addition to examining basic questions concerning community and human nature in the works of philosophers stretching from Plato, Aristotle, Rousseau, Kant, Marx to Foucault, Habermas, Rawls and Young, this class will also address specific political and social issues such as the rights of the individual in relation to the power of the state and society; the nature and legitimacy of political authority and democracy; the significance of power, economics, justice and equality in social life; and the role of class, race, and gender in politics.

3 hours a week 1 semester 3 credits.

Offered as needed

- **PHI 356 - CONTEMPORARY PHILOSOPHY**

(FORMERLY PHI 256)

Are there any foundations for our claims about truth and value? Is science the only reliable path to knowledge? How are things given to consciousness? What sense, if any can be made of the array of conflicting interpretations in and of literature, philosophy, religion, and art? How can I live authentically as a person? Does Philosophy have a future? These and other questions will be examined through a study of contemporary thought including analytic philosophy, pragmatism, phenomenology, existentialism, hermeneutics, structuralism, and deconstructionism. Prerequisite: two philosophy courses, one in historical philosophy (examples: [PHI 154](#), [PHI 254](#), [PHI 255](#).)

3 hours a week 1 semester 3 credits.

Spring

- **PHI 360 - PHILOSOPHY AND MORAL EDUCATION**

This course will explore issues surrounding the concepts of ethical education. What models for ethical education currently exist? Upon what psychological and philosophical foundations are these models constructed? What are the moral issues faced by educators today in the classroom? We will explore three main approaches to ethical education: character education, the cognitive developmental model and “philosophy for children” model.

3 hours a week 1 semester 3 credits.

Spring

- **PHI 362 - ENVIRONMENTAL ETHICS**

In recent years the philosophical discipline of ethics has engaged in the intense focus on a number of specific areas of applied ethics. With growing concern for the health of the health of the biological ecosystem and our increasing knowledge of animal consciousness, philosophers have questioned the extent of our ethical obligation. Do we have moral duties and responsibilities to the physical world around us? Are nonhuman animals members of the moral realm? Should our concern about the health of the environment be grounded in a concern for nature itself or its impact on human life? Topics include examining the place of humans within the world, questioning whether the value of the natural world is intrinsic or extrinsic, and exploring our relationships to other animal species. This course will invite participants to examine multiple perspectives on these issues.

Suggested prerequisite: [PHI 160](#)

3 hours a week 1 semester 3 credits.

Fall

- **PHI 365 - PHILOSOPHY IN THE PRE-COLLEGE CURRICULUM**

This course will offer an examination of global programs and

approaches which introduce philosophy into the pre-college curriculum (preschool through high school or focused to a grade range as needed.) Students will explore the range of options available, goals, materials, methods and outcomes of philosophical inquiry in the pre-college classroom and how these might fit into the American educational system..

3 hours a week 1 semester 3 credits.

Offered as needed

- **PHI 370 - PHILOSOPHICAL TOPICS**

In this course students explore a particular topic in philosophy or a philosopher in a sustained study. Examples might include: the mind-body problem, Process Philosophy, Thomas Aquinas, Wittgenstein, political philosophy, works of Plato.

3 hours a week 1 semester 3 credits.

Offered as needed

- **PHI 410 - SENIOR THESIS**

The capstone essay that demonstrates a student's degree of mastery of the discipline of philosophy and the ability to carry out research at an advanced level

3 hours a week 1 semester 3 credits.

Offered as needed

Physical Education

Members of the Women's or Men's designated Varsity sports may earn 1/2 credit for one season, in accordance with the policy that students may earn 1/2 academic credit per season for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult Moderator and Director of Athletics.

- **PE 101 - SELF-DEFENSE AND PHYSICAL**

FITNESS

Karate and other fundamental skills of self-defense will be taught, as will their use in promoting physical fitness, sharpening mental ability and reducing tension. The practice of etiquette associated with the Asian martial arts will also be taught and practiced.

2 hours a week 1 semester 1 credit.

Fall and Spring

- **PE 103 - TAI CHI**

Originally created for both self-defense and health benefits, Tai Chi today is often practiced for health, meditation, stress reduction, and core strength training. It consists of sequences of movements performed at a slow and controlled pace. In this introductory course, students learn basic Tai Chi movements.

2 hours a week 1 semester 1 credit.

Fall

- **PE 104 - INTRODUCTION TO HIP HOP DANCE**

(DAN 104)

This course will introduce students to the movement fundamentals of the hip hop dance vocabulary. In addition, it will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week 1 semester 1 credit.

Fall

- **PE 107 - INTRODUCTION TO LATIN DANCE**

This course will introduce students to the movement fundamentals

of the varied forms of Latin dance. In addition, it will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week 1 semester 1 credit.
Fall 2011

- **PE 111 - BODY TONING**

Students will experience physical conditioning as an enjoyable long term activity, while learning the proper techniques for muscular strength training. Through the use of aerobic, cardiovascular, and flexibility exercises, students will learn to develop a personalized workout program in combination with proper nutritional, weight control and behavior modification strategies for a long term healthy life style.

2 hours a week 1 semester 1 credit.
Fall and Spring

- **PE 113 - AEROBICS AND FITNESS**

The purpose of this course is to educate the student in the various methods of aerobic training, with the emphasis on cardiovascular exercises.

2 hours a week 1 semester 1 credit.
Spring



COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Prefix: Code or Number: Type Keyword or Phrase:

All prefixes...

All types...

Find whole word or phrase only.

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COURSE DESCRIPTIONS

MAPS AND DIRECTIONS

REGISTERS

ALUMNI ASSOCIATION

Physical Education

Members of the Women's or Men's designated Varsity sports may earn 1/2 credit for one season, in accordance with the policy that students may earn 1/2 academic credit per season for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult Moderator and Director of Athletics.

- **PE 114 - WEIGHT TRAINING**

Beginning course in weight training and conditioning. Nutrition, diet and carryover effects of this course will be discovered through actual participation.

2 hours a week 1 semester 1 credit.

Spring

- **PE 116 - YOGA AND STRESS REDUCTION**

This course introduces the student to the practice of yoga, and defines its benefits as an integral part of a well rounded fitness program. Breathing techniques that increase energy and reduce stress, coupled with postures for flexibility, endurance and strength, will be explored and expanded upon.

2 hours a week 1 semester 1 credit.

Fall and Spring

- **PE 118 - INTRODUCTION TO AFRO-CARIBBEAN DANCE**

([DAN 118](#))

This course will explore the fundamentals of movement in Afro-Caribbean Dance. Students will develop skills in isolations and polyrhythmic movement as well as developing general movement skills and coordination. Open to all levels.

2 hours a week 1 semester 1 credit.
Spring

- **PE 119 - HORSEBACK RIDING**

Fundamental skills and their use in horseback riding will be taught.

1 semester 1 credit.
Fall and Spring
Fee-\$250

- **PE 120 - SELF-DEFENSE**

The psychology and techniques of self-defense.

2 hours a week 1 semester 1 credit.
Fall and Spring

- **PE 121 - STRENGTH & FITNESS TRAINING**

(Open To Athletes & Non-Athletes) This is a hands on course in which the class will explore various types of fitness training, using the facilities in the Danzi Athletic Center. Activities include pre and post fitness assessments, a journal to document progress, cardiovascular, resistance and flexibility programs and proper use of machines and free weights. Benefits of a physically active lifestyle and sound nutritional choices are explored.

2 hours a week 1 semester 1 credit.
Fall and Spring

- **PE 122 - DANCE MOVEMENT I**

(DAN 110)

This class will focus on the fundamental techniques of dance movement, emphasizing expression and form. Exploring movement in space and the fundamentals of rhythm, the class will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week 1 semester 1 credit.
Spring 2014

- **PE 123 - FUNDAMENTALS OF GOLF**

Learn the basic fundamentals of the game of golf, from etiquette and rules, to the basics of the full swing. From the driver to the putter, students will learn the proper techniques for the full swing and the short game.

2 hours a week 1 semester 1 credit.
Fall and Spring

- **PE 124 - SWIMMING INSTRUCTION**

All levels of swimming from the novice to the advanced will be taught. Students will learn to swim, improve stroke mechanics, master new strokes, and build endurance. Safety in and around the water is also emphasized.

2 hours a week 1 semester 1 credit.
Fall and Spring

- **PE 125 - LIFEGUARD TRAINING**

This course emphasizes the recognition and prevention of accidents in and around the water, rescue techniques, lifeguard responsibilities and care of injured victims. CPR for the Professional Rescuer, First Aid and Lifeguard certifications will be offered upon successful completion of this course.

Prerequisite: 100 yards of front crawl, breaststroke, sidestroke,

elementary backstroke and combination of strokes. (These strokes must be performed properly and continuously). Applicants must also be able to pick up 10 pound brick in deep end, tread water and survival float.

3 hours a week 1 semester 2 credits.

Fall and Spring

- **PE 126 - ADVANCED SWIMMING**

This course will teach ways to improve or maintain cardiovascular endurance and fitness level, increase speed, and develop smooth strokes. More competitive than [PE 124](#), this course is designed for those interested in joining the Swim Team.

Prerequisite: [PE 124](#) or instructor's approval.

2 hours a week semester 1 credit.

Fall and Spring

- **PE 128 - CARDIO KICK-BOXING FOR FITNESS**

A cardio physical fitness program done with music, which includes no-contact boxing and martial arts techniques, along with some exercise and stretching routines.

2 hours a week 1 semester 1 credit.

- **PE 129 - INTRODUCTION TO TAP DANCE**

([DAN 112](#))

This course will introduce the student to the technique and fundamentals of tap dancing. Students will develop their skills as well as strengthening their tap sounds and quality. In addition, it will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week 1 semester 1 credit.

Fall

- **PE 130 - INTRODUCTION TO THEATER DANCE**

(DAN 113)

This class will introduce the student to theater jazz with a focus on technique, style, and performance. A range of Broadway musicals and choreographers from classic to modern will be covered. Open to all levels.

2 hours a week 1 semester 1 credit.

Fall

- **PE 131 - FITNESS WALKING/JOGGING**

This course will develop aerobic fitness in students through analysis and practice of walking/jogging at appropriate intensity and duration. Pre and post-fitness evaluations will be conducted. Self monitoring of appropriate individualized intensity, frequency, and duration of walking will be stressed utilizing a training journal in conjunction with class participation.

2 hours a week 1 semester 1 credit.

Fall and Spring

- **PE 141 - WELLNESS: A LIFESTYLE APPROACH**

The importance of wellness as a lifelong goal, and how the principles of exercise, physical fitness and weight control relate to overall good health emphasized. The concepts of energy metabolism and caloric expenditures, nutrition, stress management techniques, the development of both aerobic and resistance programs for improved health and reduction of risk factors for disease, sport injury prevention and psychological factors as they relate to general

well being are presented.

2 hours a week 1 semester 1 credit.

Fall and Spring

Physical Sciences

- **SCI 125 - TOPICS IN FORENSIC SCIENCE**

(CHE 125)

Forensic science is a significant element in the process of solving crimes. Careful analysis of material at or from the crime scene requires a knowledge of various sciences, and chemistry is integral to most investigations. A non-science major will find the application of chemical principles to the characteristics of soil, fiber, paint, body fluids, explosives, fingerprints, drugs and other forensic evidence of contemporary importance.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Offered when there is sufficient student demand.

Lab fee-\$30

- **SCI 130 - NUTRITION AND HEALTH**

A basic nutrition course in which the roles of energy nutrients (carbohydrates, fats and proteins), vitamins, minerals, diet, weight and exercise are considered in the context of personal health. The American lifestyle and diet are compared to those of other cultures, and current controversies relating to industrial food production, fast food, diets for weight loss, and organic and genetically modified foods are discussed. This course is appropriate to satisfy non-laboratory science core course requirements.

Not open to students who have completed [SCI 135](#).

3 hours a week 1 semester 3 credits.

Online

- **SCI 135 - NUTRITION AND PERSONAL HEALTH**

A basic nutrition course in which the roles of energy nutrients (carbohydrates, fats and proteins), vitamins, minerals, diet, weight and exercise are considered in the context of personal health. The American lifestyle and diet are compared to those of other cultures, and current controversies relating to industrial food production, fast food, diets for weight loss, and organic and genetically modified foods are discussed.

Not open to students who have completed [SCI 130](#).

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Spring

Lab fee-\$30

- **SCI 150 - INTRODUCTION TO PHYSICAL SCIENCE**

An investigation into the physical sciences designed for the nonscience major. This course, which provides insights into modern developments in the areas of physics and chemistry, is specifically designed for students whose professional goal is education.

2 hours lecture, 2 hours laboratory a week 1 semester 3 credits.

Fall, Spring, Summer

- **SCI 165 - ENERGY AND THE ENVIRONMENT**

A general introduction to scientific definition of energy and an investigation of fuels and technology used to provide the energy we use every day. This course will explore the impact of fossil fuels, nuclear power, solar and other “alternative” forms of energy on the environment and provide a framework for considering the social, economic and political implications of our future energy choices.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits

Fall

Physics

- **PHY 130 - KEY CONCEPTS IN PHYSICS**

An introduction to concepts in physics encountered in everyday life. It is designed for personal growth and career enrichment, especially for elementary school teachers, through lectures, demonstrations and hands-on opportunities stemming from key ideas in mechanics, optics, heat, electricity, magnetism and sound. This course is for non-science majors

2 hours lecture, 2 hours laboratory 1 semester 3 credits.

Offered when there is sufficient student demand

Lab fee-\$30

- **PHY 150 - GENERAL PHYSICS I-
MECHANICS, MOLECULAR PHYSICS,
HEAT, SOUND**

Newton's laws of motion, mechanics and properties of matter, mechanics of rigid bodies, work and energy, fluids in motion, molecular and atomic theory, special properties of matter due to molecular forms, elasticity, temperature, quantity of heat, work and heat, transfer of heat, wave motion and sound.

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Fall

Lab fee-\$60

- **PHY 151 - GENERAL PHYSICS II-
MAGNETISM, ELECTRICITY, OPTICS,
ATOMIC PHYSICS**

Magnetism, electrostatics, electric circuits, electromagnetism; conduction through gases, radioactivity; nature of light propagation, photometry, reflection, refraction, lenses, optical instruments, interference, diffraction, polarization.

Prerequisite: [PHY 150](#)

3 hours lecture, 3 hours laboratory a week 1 semester 4 credits.

Spring

Lab fee-\$60

Political Science

- **POL 102 - INTRODUCTION TO POLITICAL SCIENCE**

An overview of the study of politics and its division into the fields of American Politics, Comparative Politics, International Relations and Political Theory. An analysis of governmental types, forms of political participation, political power, ideologies, and political socialization.

3 credits

Fall and Spring

- **POL 103 - AMERICAN GOVERNMENT AND POLITICS**

An introductory survey of American national politics and government. The course will examine the ideological and socioeconomic context of American politics, the principles of the United States Constitution, nongovernmental actors such as political parties and the media, and governmental institutions.

3 credits

Fall and Spring

- **POL 104 - STATE AND LOCAL GOVERNMENT**

A study of government structure, power, and areas of interrelationship of the state and local units, with special emphasis on New York.

3 credits

Fall and Spring

- **POL 203 - POLITICAL AND CIVIL RIGHTS**

A study of the nature and practice of political and civil rights, with an emphasis placed upon the study of contemporary controversies, such as hate speech, separation of church and state, and the rights of the accused. Special attention will be paid to the interaction of political and judicial processes.

This course is applicable to the liberal arts requirements of the curriculum.

3 credits

Fall and Spring

- **POL 205 - COMPARATIVE GOVERNMENTS**

An introductory survey of selected Western and non-Western political systems, with emphasis on comparing and evaluating the performance of these systems in light of democratic and other values.

3 credits

Fall

- **POL 212 - ELEMENTS OF SOCIAL SCIENCE RESEARCH**

(SOC 212)

An overview of the basic methods of social science research, exploring the ways social scientists develop research questions, collect and analyze data, and present their findings. The course also includes an introduction to basic social science through the use of computer-based data sets for practical applications and analyses.

Prerequisite: One social science 100-level core course.

3 credits

Fall and Spring

- **POL 215 - INTERNATIONAL RELATIONS,
LAW AND ORGANIZATION**

An introductory survey of international relations. Emphasis will be placed on theories about how nations relate to one another, the role of governmental and non-governmental organizations in the international community, and the resolution of international issues and problems.

3 credits

Spring

- **POL 220 - WAR, REVOLUTION, AND
RESISTANCE**

This course inquires into one of the most intractable problems of our time—the phenomenon of political violence and its most common manifestations, e.g., war and revolution. In analyzing this phenomenon, emphasis will be placed on its origins, underlying motivations, and consequences. Special emphasis will be placed on identifying and defining the criteria that distinguish justifiable from unjustifiable violence.

Prerequisite: [POL 102](#) or [POL 103](#) or [POL 205](#) or [POL 215](#)

3 credits

Spring 2014

- **POL 225 - AMERICAN PRESIDENCY**

An introductory study of the growth and functions of the institution of the presidency and how different factors in its environment, e.g., other institutions of government, interest groups, and personalities of the presidents themselves, affect presidential performance.

Prerequisite: [POL 102](#) or [POL 103](#)

3 credits

Fall 2013, Fall 2015

- **POL 240 - POLITICAL TRANSITION IN EASTERN EUROPE**

A study in the dynamics of political change in Eastern Europe and the former Soviet Union since the end of the Cold War. Emphasis will be placed on the development and assessment of institutions of representation including the rise of political parties, interest groups, and civil society in general including those based on ethnicity and religion. In selected cases, critical attention would be devoted to the impact of neoliberal reforms and the types of political mobilization surrounding these reforms.

Prerequisite: [POL 102](#) or [POL 205](#) or [POL 215](#)

3 credits

Fall

- **POL 250 - SOCIAL CHANGE IN DEVELOPING COUNTRIES**

([SOC 250](#))

Theories of social change will be examined in light of economic, social, political, and cultural transformations which characterize industrializing and modern industrial societies. The focus will be on Asia, Africa and the Middle East.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall 2013, Fall 2015

- **POL 265 - PUBLIC ETHICS**

This course examines ethical issues in politics, public policy, and administration. The focus is on practical ethics for students planning to work in diverse fields, including education, criminal justice, social services, health care, law enforcement, military, and environmental policy. The course emphasizes the ethical issues associated with decision making and administrative actions, and examines issues surrounding administrative processes in a democratic political system.

Prerequisite: [POL 102](#) or [POL 103](#) or consent of instructor
3 credits

- **POL 280 - CONSTITUTIONAL LAW**

A study of the origin, theory and interpretation of the United States Constitution. Emphasis will be placed upon controversies surrounding the separation of powers, federalism and economic liberties.

Prerequisite: [POL 102](#) or [POL 103](#) or [POL 203](#)
This course is applicable to the liberal arts requirements of the curriculum.
3 credits
Spring

- **POL 285 - THE U.S. SUPREME COURT**

An examination of political issues and themes related to the U.S. Supreme Court. Emphasis will be placed on the relationship of the federal judiciary to other aspects of the political system, the Court's history and development as a political institution, and its role in public policy. Other topics covered include the judicial appointment process and judicial decision making.

Prerequisite: [POL 102](#) or [POL 103](#) or consent of instructor.
3 credits

- **POL 290 - ACTION PROGRAM IN POLITICAL SCIENCE**

Active student participation in programs on political topics. The program is under the supervision of a qualified faculty member.

Prerequisite: [POL 102](#) and permission of Department
Hours and credits to be determined by the program.
Offered when there is sufficient demand.

- **POL 293 - AMERICAN URBAN POLITICS**

An analysis of the conflicts and tensions in the structure of the urban political systems. Field work may be substituted, under supervision and with special permission. The hours and credit will be arranged.

Prerequisite: [POL 102](#) or [POL 103](#) or [POL 104](#)
3 hours a week 1 semester 3 credits.
Fall 2012

- **POL 300 - THE DYNAMICS OF POLITICS**

An introduction to the complex and varied subjects of politics and government, and their relevance to our lives.

Prerequisite: [POL 102](#) and permission of Department
3 hours a week 1 semester 3 credits.
Offered when there is sufficient student demand.

- **POL 303 - MONEY, MEDIA AND POLITICS**

This course analyzes the ownership and financial incentives of the

media. It questions the effects of those incentives on the media's performance of functions, such as news reporting and coverage of elections. The entertainment industry is also discussed, as the line between news and entertainment continues to blur. Attention is paid to the role of money in American elections as well.

Prerequisites: [POL 102](#) or [POL 103](#) or [POL 205](#)

3 credits

Spring 2014

• POL 315 - POLITICS OF HUMAN RIGHTS

This course will engage in a critical study of the historical, legal-constitutional, and political bases, origins, and practice of human rights in the contemporary world. Restrictions and abuses of human rights will be explored and the role of civil society and the state in enhancing or limiting human rights will be critically explained.

Prerequisite: [POL 102](#) or [POL 103](#) or [POL 203](#) or [POL 205](#) or [POL 215](#)

3 credits

Fall 2013, Fall 2015

• POL 348 - RESEARCH METHODS

([SOC 348](#))

This course will provide students with an understanding of the major components and basic techniques involved in the research process, including how to structure a research project, and how to collect appropriate data. Students will have an opportunity to delve into the research venture first-hand by completing individual and group projects.

Prerequisite: 15 Social Science credits or departmental approval

3 credits

Fall and Spring

- **POL 351 - HISTORY OF POLITICAL THOUGHT**

A critical analysis of the political thought of selected writers, from Plato to Marx, relating their ideas to the political, social, and religious environment in which they arose, and indicating their continued significance.

Prerequisite: [POL 102](#) or [POL 103](#) or [POL 205](#)
3 credits
Spring

- **POL 353 - AMERICAN POLITICAL THEORY**

A survey of American political thought from the nation's founding to the present era. Emphasis will be paid to defining moments in American political history, such as the Revolution, the Constitutional Founding, the Civil War, the Industrial Revolution, the Great Depression and the Civil Rights Movement. These debates will be revisited, with mainstream and radical positions discussed.

Prerequisite: [POL 102](#) or [POL 103](#) or [POL 203](#) or [POL 225](#)
3 credits
Fall

- **POL 359 - INDEPENDENT STUDY IN POLITICAL SCIENCE**

An opportunity for students to do advanced work in a specialized area in Political Science. Students will work with a Political Science faculty member in studying and analyzing political issues and topics of interest.

Prerequisite: [POL 102](#) or [POL 103](#) or consent of the instructor.
1 semester 3 credits.

- **POL 370 - SPECIAL TOPICS IN POLITICAL**

SCIENCE

This course will include political issues, institutions and processes not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

Prerequisite: [POL 102](#) or [POL 103](#) or [POL 205](#) or [POL 215](#)
3 credits

- **POL 400 - SEMINAR IN POLITICAL SCIENCE**

Intensive individual research of a topic of interest in the field of political science, terminating in a written report.

Prerequisites: [POL 348](#), at least 12 credits in Political Science, and departmental approval.
3 credits
Fall and Spring

Psychology

- **PSY 100 - INTRODUCTION TO PSYCHOLOGY**

A broad introduction to the methodology, concepts and major content areas of psychology designed to provide the student with a scientific basis for understanding human behavior.

This course is applicable to the liberal arts requirements of the curriculum.

3 credits.
Fall and Spring

- **PSY 121 - CHILD PSYCHOLOGY AND DEVELOPMENT II**

(CS 102)

A study of the patterns of physical, cognitive, social/emotional development of the child age two to adolescence, with emphasis on the preschool and middle childhood periods. Topics include theories of research applicable to the developmental sequences in cognition, play and peer relationships, parent/child relationships, pro-social and moral development, cross-cultural perspectives, and contemporary issues of concern: such as poverty, divorce and abduction. Not concurrent with CS 101. 5 hours of directed observation of children.

3 lecture hours 1 semester 3 credits.
Fall and Spring

- **PSY 130 - LIFE SPAN DEVELOPMENT**

A comprehensive review of human growth and development from the prenatal period through infancy, childhood, adolescence and the various stages of adulthood up to and including old age, death and bereavement. Each developmental era will be examined in terms of its physiological, emotional, cognitive, interpersonal/social and relevant existential/spiritual aspects. Not open to Child Study majors.

3 hours a week 1 semester 3 credits.
Offered at department's discretion.

- **PSY 150 - GROUP DYNAMICS AND COMMUNICATION**

(HS 150)

A theoretical introduction to small group processes, with an emphasis on the relationship between groups and the individual, and the communication process. Students participate in small group exercises as part of the course requirements.

This course is applicable to the liberal arts requirements of the curriculum.
3 credits.

Fall

- **PSY 170 - EDUCATIONAL PSYCHOLOGY**

([EDU 115](#))

An introduction to the psychological foundations of education, aimed at developing basic competence in the understanding of growth and development, the psychology of personality and adjustment, the assessment and handling of individual differences, and the psychology of learning. A minimum of 20 hours of fieldwork required. Usually taken in sophomore year.

3 hours a week 1 semester 3 credits.

Fall

- **PSY 180 - PSYCHOLOGY OF WOMEN**

Examination of the biological, social and cultural influence on the psychological development of women. Focus on the vital issues which modern women face daily in a rapidly changing world.

This course is applicable to the liberal arts requirements of the curriculum.

3 credits

Spring

- **PSY 200 - PSYCHOLOGY OF LEARNING**

An examination of the major theories of learning, and the study of human and animal research in classical and operant conditioning, observational learning, and verbal learning.

Prerequisite: [PSY 100](#)

3 credits

Offered at department's discretion

- **PSY 210 - COGNITIVE PROCESSES**

An examination of models of human cognition focusing on perceptual processes, mental representation, thinking and problem solving, reasoning, language, intelligence and creativity.

Prerequisite: [PSY 100](#)

3 credits

Fall

- **PSY 220 - ADOLESCENT PSYCHOLOGY**

A comprehensive survey of adolescent behavior in its intellectual, emotional, and social aspects. Techniques for enhancing the adolescent's potential for growth and productivity are given special consideration.

Prerequisite: [PSY 100](#) or [PSY 170 \(EDU 115\)](#)

3 credits

Fall and Spring

- **PSY 230 - ADULT DEVELOPMENT AND AGING**

Focus on human development from early adulthood through middle age, aging, and death. Emphasis is on the growth of the individual in relation to contemporary society, with theoretical viewpoints and empirical results from individual, social, and developmental psychology.

Prerequisite: [PSY 100](#)

3 credits

Spring 2014, Spring 2016

- **PSY 251 - SOCIAL PSYCHOLOGY**

An analysis of the processes of social interaction and their effects upon the behavior and attitudes of individuals and groups.

Prerequisite: [PSY 100](#)

3 credits.

Fall and Spring

- **PSY 261 - PSYCHOLOGY OF PERSONALITY**

A survey of the major contemporary theories of personality and the important applications associated with each theoretical approach.

Prerequisite: [PSY 100](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 credits

Fall and Spring

- **PSY 265 - THE PSYCHOLOGY OF FILM**

An exploration of the ways in which human experience and the richness of psychological theory are reflected in the film maker's craft. Films will be studied in terms of their underlying psychological themes as well as the particular cinematographic techniques used to illuminate those topics.

1 semester 3 credits

Fall

- **PSY 271 - ABNORMAL PSYCHOLOGY**

An examination of the diagnostic classifications of abnormalcy with an emphasis on causation and treatment.

Prerequisite: [PSY 100](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 credits

- **PSY 280 - INDUSTRIAL PSYCHOLOGY**

Application of psychology to business and industry in the area of personnel selection, training and evaluation, job satisfaction, motivation, communication, and man-machine interface.

Prerequisite: [PSY 100](#)

3 credits

Fall and Spring

- **PSY 281 - ORGANIZATIONAL BEHAVIOR**

([BUS 130](#))

An introduction to the study of management theory concerning human behavior in formal organizations. The student is given the opportunity to test theories through analysis and discussion.

Prerequisite: [BUS 100](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **PSY 282 - CONSUMER MOTIVATION AND BEHAVIOR**

([BUS 210](#)) ([MKT 310](#))

The examination of consumer motivation and behavior employing the disciplines of Anthropology, Psychology and Sociology. Freud, Skinner, and Maslow's theories are utilized. The purpose of the course is to enable the student to understand what motivates the consumer to buy and why.

Prerequisite: [BUS 200](#)

3 hours a week 1 semester 3 credits.

Fall

- **PSY 290 - FORENSIC PSYCHOLOGY**

An examination of the application of psychology to the legal system including mental health law, the rights of special groups, domestic violence and child abuse, child custody, sexual harassment and abuse, assessing competency and insanity, psychological damage, psychological autopsy, jury selection and behavior, eyewitness testimony, polygraphs, and mental health professionals as expert witnesses.

Prerequisite: [PSY 100](#)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Offered at department's discretion.

- **PSY 300 - PSYCHOLOGICAL TESTING**

An introduction to psychological measurement including the history of mental testing; the statistical concepts of test construction; and a survey of tests of intelligence, aptitude, achievement, personality, and tests for special populations. Students will administer practice tests and participate in demonstrations of the major types of assessment techniques.

Prerequisite: [PSY 100](#) Not open to Child Study majors.

3 credits

Spring

- **PSY 310 - INTRODUCTION TO STATISTICS**

The basics of statistical analysis needed for conducting research and for understanding experimental literature in the behavioral sciences.

Prerequisite: [PSY 100](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **PSY 315 - STATISTICS FOR PSYCHOLOGICAL RESEARCH**

An examination of the various inferential statistics for hypothesis testing in psychological research, including bivariate analyses; analyses of variance; linear, curvilinear, and multiple regressions; and non-parametric approaches.

Prerequisite: [PSY 100](#) and [MAT 107](#) (Brooklyn Campus); : [PSY 100](#) and [PSY 310](#) (Long Island Campus)

3 credits

Fall

- **PSY 316 - STATISTICS FOR BEHAVIORAL SCIENCES WITH LABORATORY**

This course will examine concepts and applications of descriptive and inferential statistics in psychology and other behavioral science statistics. Topics include hypothesis testing, parametric and non-parametric statistical methods, correlation and regression, chi-square, t-tests and analysis of variance procedures. Students will be introduced to advanced statistical methods such as multiple regression and factorial ANOVAs. Lab will include application of statistical software (SPSS; Statistical Package for Social Sciences) to social science data including interpretation and presentations of statistical findings. *Satisfies Psychology Statistics core requirement.*

[PSY 100](#)

3 lecture hours and 3 laboratory hourse per week 1 semester 4 credits

Fall and Spring

- **PSY 320 - POSITIVE PSYCHOLOGY**

Positive Psychology is the scientific study of optimal human

functioning. This course examines the theories and research associated with creating and maintaining psychological well-being. Students will engage in a critical and experiential analysis of key concepts found in Positive Psychology (e.g., happiness, life satisfaction, optimism, resilience, and wisdom) and its relevance and application to clinical and nonclinical populations.

Prerequisite: [PSY 100](#) and at least one additional 200 level or higher Psychology course.

3 credits

Spring

- **PSY 325 - INTRODUCTION TO BEHAVIOR MODIFICATION**

Introduction to the methods and theory of behavior modification and its application to specific behavior problems.

Prerequisite: [PSY 100](#)

3 credits

Spring

- **PSY 330 - SELECTED TOPICS IN PSYCHOLOGY**

Focus on areas of psychological inquiry not covered in depth in the regular course offerings of the department. The selected topic can change each time the course is offered. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

Prerequisite: PSY 100

3 credits

Offered at department's discretion.

- **PSY 340 - HISTORY AND SYSTEMS OF PSYCHOLOGY**

Traces the development of psychology from its roots in philosophy to the evolution of psychology as a science over the last one hundred years.

Prerequisite: [PSY 100](#)

3 credits

Fall 2013, Fall 2015

- **PSY 350 - HUMAN SEXUALITY**

Examination of the biological, behavioral, and cultural aspects of human sexuality with emphasis on current research. Students may not take [HS 407](#)

Prerequisite: [PSY 100](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **PSY 353 - SENSATION AND PERCEPTION**

An examination of the general anatomy, processes and functions of the different sensory-perceptual systems.

Prerequisite: [PSY 100](#)

3 hours a week 1 semester 3 credits.

Spring

- **PSY 355 - INTRODUCTION TO SCHOOL PSYCHOLOGY**

An introduction to the field of school psychology with an emphasis on three major areas: assessment, counseling, and consultation as they are practiced in the school setting.

Prerequisite: [PSY 100](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **PSY 357 - INTRODUCTION TO COMMUNITY PSYCHOLOGY**

The major emphasis of the course will be on understanding individual and group behavior within the context of communities. Topics will include strategies for the prevention of mental illness and mental health promotion, collaborative community research, psychological stress and social support, the development of community intervention, organizing community change, and citizen participation in mental health initiatives.

Prerequisite: [PSY 100](#)

3 hours a week 1 semester 3 credits.

Fall and Spring

- **PSY 360 - COUNSELING PSYCHOLOGY**

An examination of the origins and characteristics of the counseling relationship, including an analysis of the major contemporary theories and techniques of counseling.

Prerequisite: [PSY 100](#)

3 credits

- **PSY 370 - INTRODUCTION TO CLINICAL PSYCHOLOGY**

An introduction to the principles and techniques of clinical interviewing, evaluation, referral, and the planning of treatment. Field placements will provide students with an opportunity to observe the various institutional settings in which clinical psychologists work and the variety of psychological services offered there. Additional conferences will be scheduled on a regular basis for supervision of the placement experience.

Prerequisite: [PSY 271](#) and permission of the instructor

2 hours lecture, 3 hours placement a week 1 semester 3 credits.
Offered at department's discretion.
Insurance fee \$35

- **PSY 380 - PHYSIOLOGICAL PSYCHOLOGY**

A survey of the physiological bases of behavior including an overview of the nervous system and the structure of the brain; a discussion of the influence of hormones and chemical transmitters within the brain on psychological functions; and an examination of the influence of physiological processes on such activities as sleep, emotional states, eating behavior, and learning and memory.

Prerequisite: [PSY 100](#)
3 credits

- **PSY 391 - INTRODUCTION TO
EXPERIMENTAL METHODOLOGY**

Theory and technique in the experimental study of behavior, including research projects and formal written reports.

Prerequisites: [PSY 100](#) and [PSY 315](#)
3 credits
Lab fee-\$30

- **PSY 392 - RESEARCH METHODS IN
PSYCHOLOGY WITH LABORATORY**

This course will introduce students to the principles and methods of psychological research. Topics covered include correlational and experimental methods, survey design, construct validity and research ethics. Lab will include running laboratory and field research and presenting projects in APA style research papers.
Satisfies Psychology Research core requirement.

[PSY 100](#) and [PSY 316](#)

3 lecture hours and 3 laboratory hours per week 1 semester 4 credits

- **PSY 400 - INTERNSHIP IN PSYCHOLOGY**

Designed to provide educational experience in a variety of applied professional settings. A representative from the cooperating local agency and a member of the Psychology faculty will jointly supervise the student who must work a minimum of 80 hours without remuneration during the internship. The student must meet regularly with the faculty supervisor, maintain a log of his or her activities, and submit a paper analyzing the application of psychological principles in the internship setting.

Prerequisite: Junior or Senior Psychology Major with at least 15 credits in Psychology including [PSY 271](#) and a minimum GPA of 3.0. Permission of the department is required.

1 semester 3 credits.

Fall and Spring

Insurance fee \$35

- **PSY 460 - SENIOR RESEARCH SEMINAR**

The senior psychology major will select a specific topic of interest in the field of psychology for critical and intensive investigation. The student will be required to review the psychological literature on the chosen topic, generate an original research question, and plan a method of research and an appropriate statistical analysis to further investigate the problem.

Prerequisite: A substantial background in psychology, including [PSY 100](#), [PSY 315](#), and [PSY 391](#)

3 hours a week 1 semester 3 credits

Fall

- **PSY 465 - ADVANCED RESEARCH SEMINAR**

Execution of the research proposal designed in [PSY 460](#). This will

include a collection of data, in-depth statistical analysis of results utilizing the computer, interpretation of the results and the completed research report.

Prerequisite: A minimum grade of B+ in [PSY 460](#) and permission of the department.

3 hours a week 1 semester 3 credits,

Fall and Spring

Lab Fee \$35.00

Recreation and Leisure Studies

- **REC 150 - FOUNDATIONS OF LEISURE SERVICES**

This course is designed to allow the student to become aware of the basic concepts of recreation, leisure and play across the lifespan. It stresses an understanding of the history, philosophies and social factors relative to the development and role of the recreation movement and its impact on both leisure services and society. Providers of leisure services and general aspects of various organizations and agencies are investigated.

3 hours a week 1 semester 3 credits.

Fall

- **REC 160 - PROGRAM PLANNING AND LEADERSHIP SKILLS**

An investigation and application of the guidelines for program development, implementation, and evaluation in various settings as well as developing an understanding of group dynamics and leadership skills as they relate to the delivery of recreation and leisure services for all persons.

3 hours a week 1 semester 3 credits.

Spring

- **REC 252 - RECREATION ADMINISTRATION**
I

An introduction to the organizational policies and practices currently found in various recreation and leisure agencies and organizations, including public, voluntary/private, and commercial sectors. Consideration given to managerial problems and possible solutions, and community/agency assessments.

3 hours a week 1 semester 3 credits.

Fall

- **REC 253 - THERAPEUTIC RECREATION FOR**
INDIVIDUALS WITH DISABILITIES

This course provides an overview of therapeutic recreation services as they apply to the needs and nature of specific population groups, such as hospitalized children, elderly, physically disabled, developmentally disabled, emotionally impaired, youth-at-risk, economically disadvantaged, substance abusers, homeless population, and the socially deviant. Course work will include the study of medical terminology as it relates to each specific population group.

3 hours a week 1 semester 3 credits.

Fall

- **REC 262 - FACILITY PLANNING AND**
MANAGEMENT OF SPORT, RECREATION,
AND FITNESS SETTINGS

This course will explore the principles, techniques, and relationships associated with the planning, design, management, and operation of sport, recreation, and fitness facilities and areas. The course will provide a theoretical and conceptual foundation as well as the practical knowledge required for effective and efficient utilization of facilities and areas. Relative maintenance criteria for programs and administration will be reviewed.

- **REC 272 - ALZHEIMER'S DISEASE AND RELATED DEMENTIAS**

HS 272

This course will address the major causes of cognitive impairment in the aging, affecting 6–10% of those over the age of 65, of which two-thirds have Alzheimer's disease. Since increasing age is the greatest risk factor for dementia, this course will prepare those involved in the field of aging to better understand and manage the disease. This course is designed for formal healthcare professionals as well as direct caregivers.

3 hours a week 1 semester 3 credits.
Spring (Long Island Campus only)

- **REC 276 - THERAPEUTIC RECREATION IN GERIATRIC SETTINGS**

This course is designed to help students understand the biopsychosocial problems of aging and the attitudes towards aging in America. Other areas to be covered include: economic problems, sexism and aging, community resources and methods of developing recreation resources and programs for this specialized group.

3 hours a week 1 semester 3 credits.
Fall

- **REC 277 - INTRODUCTION TO THERAPEUTIC RECREATION**

This course is designed to help prepare students for a career in Therapeutic Recreation. It provides an introduction to the philosophies, procedures, and clinical practices of Therapeutic

Recreation including leisure theories and concepts, client assessment, writing behavioral goals, treatment intervention and implementation, documentation and evaluation, and the role of Therapeutic Recreation in relation to current treatment approaches.

3 hours a week 1 semester 3 credits.

Spring

- **REC 278 - LEISURE EDUCATION**

This course will explore the concept of leisure education and its components as well as investigate the guidelines necessary to develop an understanding of basic counseling skills and techniques.

3 hours a week 1 semester 3 credits.

Spring

- **REC 279 - THERAPEUTIC RECREATION IN PSYCHIATRIC SETTINGS**

This course will focus on therapeutic recreation service within psychiatric settings. It will investigate various mental disorders in relation to their etiology and pathology. The course will explore the effect of mental illness on both physical and psychological development from birth to death. Medication and verbal therapies will be discussed. Design and implementation of therapeutic activities and programs will be explored.

3 hours a week 1 semester 3 credits.

Spring

- **REC 280 - THERAPEUTIC RECREATION FOR THE PHYSICALLY DISABLED**

This course will provide an overview of the role that therapeutic recreation services plays in meeting the needs of persons with physical disabilities. It will examine the causes, characteristics, and

impairments of the major physical disabilities, such as plegia, cerebral-palsy, spinal cord injuries, etc. This course will focus on innovative program planning techniques and program ideas, program modifications and adaptations, and current issues and trends related to recreation for the disabled.

3 hours a week 1 semester 3 credits.

Spring

- **REC 281 - SKILLS IN RECREATION**

This course provides students with an overview of various teaching methodologies and leadership techniques relative to small and large group participation in recreation activities. Students engage in practical application of the theoretical concepts through demonstrations in laboratory settings, such as the athletic field, classroom, and gymnasium.

3 hours a week 1 semester 3 credits.

Spring, Summer

- **REC 282 - THERAPEUTIC RECREATION FOR THE DEVELOPMENTALLY DISABLED**

This course will include an investigation of the developmentally disabled, including the causes, characteristics and implications of this population for Therapeutic Recreation service. The adaptation and modification of recreation activities as well as the available recreation resources will also be included.

3 hours a week 1 semester 3 credits.

Spring



COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

Course Filter

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Recreation and Leisure Studies

- **REC 283 - CURRENT ISSUES IN THERAPEUTIC RECREATION**

This course is designed to keep students abreast of all the current issues related to the field of Therapeutic Recreation. The purpose of this course is to help students develop an understanding and appreciation of the major trends, issues, and events impacting the profession of Therapeutic Recreation. The class will also explore trends and issues in health care delivery systems and how these trends relate to the provision of Therapeutic Recreation services. This course will also cover current research and concerns for the student preparing to enter the field and who will take the certification exam.

3 hours a week 1 semester 3 credits.

Spring

- **REC 284 - THERAPEUTIC RECREATION IN COMMUNITY-BASED SETTINGS**

An overview of the history, philosophy, guidelines and practices as they relate to inclusive programming for persons with disabilities in community-based settings. This course will investigate both physical and programming issues pertaining to inclusion and accessibility. Administrative concerns, trends, challenges and opportunities in regard to inclusion will be addressed.

3 hours a week 1 semester 3 credits.

Spring

- **REC 285 - THERAPEUTIC RECREATION IN COMMUNITY-BASED SETTINGS LAB - LONG ISLAND CAMPUS ONLY**

This course will provide students with the knowledge relative to including people of all abilities in recreation programs and venues. Students will learn and apply the relevant skills required to successfully evaluate inclusivity at recreation facilities and areas. Students must complete this optional lab concurrently with [REC 284](#). This option will require students to attend two eight hour classes on two Saturdays (dates to be announced) during the semester. Students will be eligible to become a certified inclusive recreation assessor through NYSIRRC.

Co-requisite: [REC 284](#)

16 hours, 2 Saturdays, 8 hours each day 1 credit.

Fall

- **REC 350 - ASSESSEMENT, DOCUMENTATION, AND EVALUATION IN THERAPEUTIC RECREATION**

This course provides the recreation student with in-depth clinical training in all aspects of documentation within the Treatment Planning Process utilized in Therapeutic Recreation. The areas covered include: assessment (standards and practice), medical chart documentation, behavioral observation (techniques and protocol), writing treatment goals and measurable behavioral objectives, measuring participation patterns, activity analysis, program protocol development, and evaluation. Course work will involve theory as well as practical application of procedures and assessment instruments.

Prerequisite: [REC 253](#) or permission of instructor

3 hours a week 1 semester 3 credits.

Fall

- **REC 352 - RECREATION ADMINISTRATION II**

This course is designed to analyze the various elements of managing recreational resources. Topics to be discussed include liability and risk management, area and facility design, usage, maintenance and operations. An introduction to finance, budget process, and the laws

as they pertain to recreation.

Prerequisite: Completion of [REC 252](#)

3 hours a week 1 semester 3 credits.

Spring

- **REC 483 - THERAPEUTIC FIELD EXPERIENCE I**

Supervised placement in one recreation facility that offers therapeutic recreation programs and services for the geriatric population. Placement must be arranged by the student and approved by the instructor. This course is for non-recreation majors completing the Certificate in Gerontology.

100 hours a semester, 1 seminar hour per week 1 semester 4 credits.

Fall, Spring, Summer

- **REC 486 - LEISURE SERVICES MANAGEMENT INTERNSHIP**

This course is designed to provide students with a full-time continuing experience in a professional recreation organization/agency which offers recreation and leisure experiences for persons in communities. A minimum of 400 hours of service at one site, under the supervision of a qualified recreation professional is required.

Prerequisite: Approval of Instructor and completion of major.

12 credits

Fall and Spring

- **REC 487 - THERAPEUTIC RECREATION INTERNSHIP EXPERIENCE**

(NOT ELIGIBLE FOR CERTIFICATION) This course is designed to provide students with a full-time continuing experience in a

professional recreation organization/agency which offers recreation and leisure experiences for persons in a therapeutic setting. A minimum of 400 hours of service at one site, under the supervision of a qualified recreation professional is required.

Prerequisite: Approval of Instructor and completion of major.
12 credits.
Fall and Spring

- **REC 488 - INTERNSHIP IN THERAPEUTIC RECREATION**

This course is part of the preparation suggested by the National Council for Therapeutic Recreation Certification. The student interns for one semester under the supervision of a Certified Therapeutic Recreation Specialist.

Prerequisite: Approval of Instructor and completion of major.
12 credits
Fall and Spring

Religious Studies

- **RS 112 - RELIGION IN AMERICAN LIFE**

HIS 112

This course will offer students an opportunity to further develop their knowledge of the foundational role that religion played in the formation of the United States by providing an interdisciplinary learning community. The class will meet as a seminar during the spring term and include an active on-line course experience. This course is intended to broaden student's general knowledge base concerning the history and religious influence in America.

3 hours a week 1 semester 3 credits
Spring 2014

- **RS 122 - HEBREW SCRIPTURES - OLD TESTAMENT**

An introduction to the inspired writings of the Old Testament. The books of the Old Testament are selectively examined as statements of faith. The course analyzes the traditions behind these texts, the various literary forms in these books, and the experiences of the Jewish peoples which produced these writings. The course also considers the role of Hebrew Scriptures in the faith of Christianity.

3 hours a week 1 semester 3 credits.

Fall 2013

- **RS 123 - NEW TESTAMENT**

This course is a contemporary critical study of the message and the meaning of the New Testament, of its origin, and of the historical situation in which it was written. Important scriptural terms, ideas, and themes are examined. Emphasis is given to the traditions which formulate the faith demands of the New Covenant and its proclamation: Jesus Christ, Son of God, Savior.

3 hours a week 1 semester 3 credits.

Fall 2013

- **RS 124 - JOURNEY WITH ST. PAUL**

A study of Paul's theology of Church. This course will consider the various controversies that arose in the earliest Christian churches. An application will be made to life in the Church today, with attention given to such topics as marriage and divorce, the role of women and men, sacraments, freedom and law.

3 hours a week 1 semester 3 credits.

Fall

RS 130 - BELIEF AND UNBELIEF IN THE MODERN WORLD

New approaches for examining the rational foundations of religious faith with special emphasis on the problem of God and the sources of unbelief in contemporary culture; a consideration of religious peak experiences; the current question of “God-Talk;” the nature of faith and its relationship to reason and to theology.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **RS 131 - JESUS THE CHRIST**

An historical and theological development of the foundational period of the Christian community’s understanding of Christ as the risen Lord. The course will then explore the further development of these basic beliefs through the Chalcedonian, medieval and modern Periods. Some sections of this course will include a service learning component.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **RS 134 - SACRAMENTAL THEOLOGY**

A study of the contemporary theology of the sacraments and their role in the Christian’s life within the Church. The ongoing dialogue within the Christian Churches in the area of sacramental theology is examined in depth.

3 hours a week 1 semester 3 credits.

Spring

- **RS 144 - WOMEN IN THE JUDAEO-CHRISTIAN TRADITION**

This course seeks to examine the contributions as well as the contemporary understandings of women in life, theology and ministry. The course will also endeavor to present the contributions of women in the search for God in theology and spirituality.

3 hours a week 1 semester 3 credits.

Offered when there is sufficient student demand.

- **RS 145 - THEOLOGY OF DEATH AND DYING**

An examination of America's interest in death education, recent contributions of the behavioral sciences; biblical and theological perspectives on death and after-life in Christian and in Jewish teachings.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **RS 147 - CHRISTIAN MARRIAGE**

This course will attempt to establish the scriptural and traditional roots of the Christian understanding of marriage. Topics of contemporary interest are studied.

3 hours a week 1 semester 3 credits.

Fall

- **RS 151 - CONTEMPORARY APPROACHES TO MORALITY**

A survey of the principal trends in moral theology, tracing these trends from their biblical roots to the new insights of modern scholars.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.
Fall, Spring

- **RS 154 - ISSUES OF WAR AND PEACE**

This course will attempt to examine issues of war and peace from the perspective of the Judaeo-Christian tradition. It will endeavor to help students to become more involved with these very complex issues as members of religious communities and citizens of this country.

3 hours a week 1 semester 3 credits.
Fall

- **RS 165 - JUDAISM**

A study of religion, philosophy, history and way of life of the Jewish people. A special emphasis is given to the concepts of Judaism as they are practiced and understood by contemporary members of the Jewish faith.

3 hours a week 1 semester 3 credits.
Offered when there is sufficient student demand.

- **RS 166 - CONTEMPORARY CATHOLICISM**

A study of contemporary Catholicism which will connect the teaching and practice of the Church today to the teaching of Jesus and his first followers. Attention will be given to the sacramental nature of the Church, the vision of Vatican II, and the principles that guide Catholic moral teaching. The rich spiritual traditions of the Church and the issues that face the Church at the beginning of the new millennium will also be considered.

3 hours a week 1 semester 3 credits.
Spring

- **RS 168 - WORLD RELIGIONS**

The religions of the world provide a great record of humanity's quest for the sacred in thought, ritual and artistic expression. From the earliest times of pre-history down to the present day, people have expressed their deepest convictions about the universe, about the great issues of life, and about the sacred in worship and in creed. This course will attempt to study some of the varied expressions of humanity's religious impulse through the various religious traditions that have developed in different cultures at different times.

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **RS 173 - QUEST FOR GOD**

A study of humanity's prayerful attempts to commune with God as these have developed in both the East and the West. Analysis of the common elements found in the prayer experience as well as the differences from diverse cultures, philosophies and the like.

3 hours a week 1 semester 3 credits.

Fall

- **RS 174 - SOCIAL JUSTICE AND HUMAN DEVELOPMENT**

Through the study of Judaeo-Christian social thought, this course will provide a theological method for examining problems relative to social justice and human development.

3 hours a week 1 semester 3 credits.

Spring

- **RS 200 - THE HISTORY OF CHRISTIAN SPIRITUALITY**

This course will survey some of the main figures and themes in the history of Christian spirituality. Readings from Augustine, The Cloud of Unknowing, The Imitation of Christ, Hildegard of Bingen, Julian of Norwich, John of the Cross, Theresa of Avila, Bonaventure, Francis de Sales, Dorothy Day, Thomas Merton, Dietrich Bonhoeffer and Oscar Romero will be used to illustrate the breadth, depth and diversity of Christian spiritualities. Previous Religious Studies course recommended.

3 hours a week 1 semester 3 credits.

Spring

- **RS 202 - ISLAM**

Through the use of primary texts, poetry, music, web sources and film, this course will introduce students to the religion and culture of Islam with a view toward understanding its role in the world today. Topics to be covered will include: the life and teachings of the prophet Muhammad, the content of the Qur'an, Islamic history, law, literature and philosophy and Islamic contributions to culture and civilization.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **RS 203 - FAITH ON FILM**

This course will explore theological and religious themes, symbols and motifs that are found in a variety of modern and classic films—both American and foreign. Cinematic techniques and the background of directors of the films chose will be incorporated into the course. With the help of guided readings, students will be required to analyze films viewed in class, give oral presentations and research the life and work of a director of their choice whose films have raised theological themes and existential questions.

3 hours a week 1 semester 3 credits.

Spring

- **RS 204 - HEALTH CARE ETHICS**

The course will provide an introduction to and study of ethical positions regarding varied issues in the field of health care ethics. Basic principles derived from the various religious traditions in matters of health care will be explored. Clinical issues, such as therapies pertaining to reproduction, organ transplantation, genetic and stem cell research, decisions associated with the end of life and corporate issues will be considered.

3 hours a week 1 semester 3 credits.

Fall, Spring

- **RS 205 - RELIGION AND ECOLOGY**

The goal of this course is for students to attain an understanding of Earth, its living creatures, and its life-giving system as a matter of religious faith and ethical concern. The course will draw on biblical texts, focusing on the Jewish-Christian traditions and world religions as they contribute to valuing the natural world. In dialogue with official church statements and with essays from first and third world theologians, students will examine the connections between ecological justice and social justice.

3 hours a week 1 semester 3 credits.

On demand

- **RS 206 - RELIGIONS OF ABRAHAM**

The three great monotheistic religions of Judaism, Christianity, and Islam have a common origin in the biblical story of Abraham and his descendants. This course will involve an in-depth study of the origins and development of these three religions as well as the points of convergence and divergence. Their historical, cultural, and spiritual traditions will be examined along with their role in the current world situation. Readings of representative scriptures and field observations at local mosques and synagogues will be expected.

3 hours a week 1 semester 3 credits.
On demand

- **RS 223 - THE GOSPEL OF JOHN**

John's Gospel offers a unique insight into Jesus as the Messiah, the Son of God. This course will explore the gospel's distinctive literary style and theological perspective. Through analysis and interpretation of the text, this course will aim to develop a theological understanding of the gospel that would enable students to explore its meaning and relevance for the early church and the world today.

Prerequisite [RS 123](#)

3 hours a week 1 semester 3 credits.
Spring

- **RS 224 - HISTORY OF CHRISTIANITY I**

This course surveys the history of Christianity from its inception in the first century through the late middle ages. Topics will include the emergence of Christianity in the ancient world, early Christian debates over theology, the separation of the Church east and west, the crusades and medieval scholasticism. Special attention will be given to the important theological developments in Christian thought within their larger historical and social context.

3 hours a week 1 semester 3 credits.
Fall 2013

- **RS 225 - HISTORY OF CHRISTIANITY II**

This course surveys the history of Christianity from the Reformation to the modern era. The course will begin with reform of the Church, both Protestant and Catholic, in the 16th Century, and then explore the development of Christianity through the modern period of Western exploration and expansion. Special attention will be given to the important theological developments in christian thought

within their larger historical and social context.

3 hours a week 1 semester 3 credits
Spring 2014

- **RS 300 - INTERDISCIPLINARY READINGS
ON PEACE AND JUSTICE**

A course of selected readings, lectures, and discussions of the theories and practical applications of peacemaking. Views on the possibilities for peace and justice in the 21st century will be presented from various disciplines. Required for all Peace and Justice Studies minors.

3 hours a week 1 semester 3 credits.
Spring

- **RS 302 - CATHOLIC SOCIAL TEACHING**

The late 19th and 20th centuries produced a number of encyclicals with a rich body of teaching on peace and justice that is often overlooked. Through an in-depth study of these encyclicals, this course will examine how the church has responded to human rights issues, and the social, political, and economic realities which people throughout the world have experienced in modern times.

3 hours a week 1 semester 3 credits.
Spring 2014

- **RS 303 - SYMPOSIUM ON LOVE**

The meaning and nature of love has long been a subject of human inquiry. It is something each of us ponders as well. Using authors such as Plato, Aristotle, Augustine, Dante, Rumi, C.S. Lewis, Erich Fromm, Benedict XVI and John Paul II, as well as the Song of Songs and the New Testament, this course will explore a variety of perspectives on the meaning of human love. Romantic love, love as friendship, and altruistic love, as well as the understanding of God

as love will be explored through film and a variety of theological and literary texts.

3 hours a week 1 semester 3 credits.

Spring 2014

- **RS 305 - RELIGION AND SCIENCE**

The course looks at historical and contemporary issues in the relationship between religious belief in God and scientific explanations of the world we inhabit. The nature of the contemporary debate between science and religion will be analyzed, exploring different models for how these two ways of explaining the world relate to one other. Special consideration is given to mutually beneficial interaction between science and religion, including the ethical and ecological problems facing our world.

3 hours a week 1 semester 3 credits.

Spring 2014

- **RS 352 - LATIN AMERICA AT THE CROSSROADS**

([SPN 352](#))

Offered as an interdisciplinary course between Spanish and Religious Studies, this service-learning course explores the human condition and human rights issues in the Americas, both in the classroom and through hands-on experience. Topics include the legacies of the conquest and colonization of the Americas, indigenous movements, liberation theology, women's rights, immigration, globalization, and trade. Students provide a minimum of 20 hours of service through agencies working with the Hispanic community in the New York area or in León, Nicaragua over Winter or Spring Break. Conducted in English and Spanish.

1 hour of service, 2 hour classroom session a week 1 semester 3 credits.

Spring

- **RS 370 - SPECIAL TOPICS**

The purpose of this course will be to explore current topics in the field of theology and comparative religion. Topics will vary and will often be taught by the visiting Khatib Chair.

3 hours a week 1 semester 3 credits.

- **RS 410 - SENIOR THESIS**

A research paper that will complete the requirements for the Philosophy and Religious Studies major and demonstrate a student's degree of mastery of the discipline of religious studies and ability to do serious research and competent writing in this field

3 hours a week 1 semester 3 credits.

Spring

Russian

- **RUS 151 - ELEMENTARY RUSSIAN I**

A communicative approach to the fundamentals of the Russian language with emphasis on the alphabet, listening comprehension, speaking, and cultural awareness. This course, along with [RUS 152](#), is designed to enable students to communicate in Russian in everyday situations. For students who have no (or little) previous knowledge of Russian.

3 hours a week 1 semester 3 credits.

Fall

- **RUS 152 - ELEMENTARY RUSSIAN II**

A continuation of [RUS 151](#) with increasing emphasis on oral

communication, grammatical structures, reading, writing, and appreciation of Russian culture. Open to students who have completed [RUS 151](#) or its equivalent.

3 hours a week 1 semester 3 credits.

Spring

Sociology

- **SOC 100 - INTRODUCTORY SOCIOLOGY**

An introduction to sociology through a study of the basic concepts used in sociological analysis, particularly culture, types of social groups, processes of interaction, social class, population traits and trends.

3 credits

Fall and Spring

- **SOC 133 - AMERICAN SOCIETY**

An introduction to sociology through an examination of the structure and dynamics of contemporary American society. Sociological concepts and methods of analysis are examined through the study of selected aspects of American society. Topics include social class, political power, the family, religion, education, race and ethnicity, crime and deviance, and demography.

3 credits

Spring

- **SOC 136 - SOCIAL PROBLEMS**

An introduction to sociology through an examination of what society considers to be social problems with a view toward showing how society produces these phenomena and to what extent they are solvable. Areas include: crime, mental illness, drug abuse,

alcoholism, other forms of deviance, poverty, racism, conflicts over power.

3 credits

Fall and Spring

- **SOC 140 - INTRODUCTION TO SOCIAL WORK**

Scientific approach to social work as a profession within the structure of modern society; its principles and application of concepts. Techniques of observation, interviewing, elements of a social history, interpretation of case material. Methods of casework, group work, community organization; role of the social worker functioning in a variety of settings – as practitioner, as consultant to allied fields.

This is a pre-professional course and may not be offered for core curriculum. Not open to Freshmen.

3 credits

Fall

- **SOC 212 - ELEMENTS OF SOCIAL SCIENCE RESEARCH**

An overview of the basic methods of social science research, exploring the ways social scientists develop research questions, collect and analyze data, and present their findings. The course also includes an introduction to basic social science through the use of computer-based data sets for practical applications and analyses.

Prerequisite: One social science 100-level core course.

3 credits

Fall and Spring

- **SOC 220 - SOCIOLOGY OF DEVIANT BEHAVIOR**

An examination of the various sociological approaches to understanding and explaining crime, delinquency, deviance, drug usage, and other alleged aberrations in society and culture. Additionally, major case studies will be examined.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Spring

- **SOC 230 - SOCIAL ORGANIZATIONS**

A theoretical approach to the study of various organizations; examination of organizational structure and processes, role of environment, and interorganizational relations.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall

- **SOC 232 - SOCIOLOGY OF THE PARANORMAL**

A critical analysis of the methodology of parapsychology and other approaches to the study of psychic phenomena. The importance of the current interest in paranormal phenomena will be sociologically interpreted.

3 credits

Spring

- **SOC 237 - INEQUALITY AND SOCIAL CLASS**

Topics include: the values, life styles and ideologies of the various classes, the relationship of the classes to economic, political and educational institutions; changes in the class structure.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall

- **SOC 239 - SOCIOLOGY OF RELIGION**

A theoretical examination of the character and internal structure of religious institutions, and their relationship with other institutions of society.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall

- **SOC 241 - EXPERIENCE IN SOCIAL WORK**

A planned field experience in a community social work agency; regular seminar meetings to evaluate, discuss and interpret this experience.

Prerequisite: [SOC 140](#)

6-8 hours placement a week, 1 seminar hour 1 semester 3 credits.

Spring 2012 Insurance fee required

- **SOC 242 - FIELD EXPERIENCE IN APPLIED SOCIOLOGY**

Designed to offer experience in an approved organization whose activities require the communication and research skills used in sociology. The student is expected to work a minimum of 100 hours, keep a log, and complete a paper on the internship. A member of the sociology faculty will supervise the internship and will receive and consider the evaluations made by a representative of the site.

Prerequisite: Departmental approval.

3 credits

Spring

- **SOC 243 - CRIMINOLOGY**

An examination of sociological concepts, theories, and perspectives regarding the study of crime. Topics include: the amounts and trends of crime; theoretical explanations; policies of crime control.

Prerequisite: [SOC 100](#) or [SOC 136](#)

1 semester. 3 credits.

Fall & Spring.

- **SOC 245 - COMMUNITY AND THE BUILT ENVIRONMENT**

The study of American communities—urban, suburban, small town and rural. How communities develop, how planning is conducted, and the consequences of community decisions are addressed in the course. Classes will be devoted to social capital, community planning, segregation, suburban sprawl, urbanization, historic preservation of the built environment, and social issues. Emphasis on New York City and its suburbs.

3 credits

Fall 2014

- **SOC 246 - SOCIOLOGY OF GENDER**

Introductory review of economic, social and cultural changes that have modified the traditional definitions of femininity and masculinity in Western societies. Discussions include: socialization, sexual behavior, marriage and alternative life styles.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Spring

- **SOC 247 - HISPANIC CULTURE AND COMMUNITY**

An examination of the social development and functioning of the Hispanic community. Pertinent sociological themes for discussion include immigration, religion, politics, cultural development, the media, and the family. Special emphasis will be given to the Hispanic communities of the New York area.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Spring 2014

- **SOC 249 - RACE AND ETHNICITY**

An examination of race and ethnic relations in American society including assimilation, pluralism, minority status, group tensions, and the dynamics of prejudice, discrimination, racism, and immigration. The social construction of race is studied in the context of American race and ethnic relations. The experience of historic and contemporary ethnic groups throughout the country, with emphasis on New York, will be explored.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall

- **SOC 250 - SOCIAL CHANGE IN DEVELOPING COUNTRIES**

Theories of social change will be examined in light of economic, social, political, and cultural transformation which characterize industrializing and modern industrial societies. The focus will be on Asia, Africa and the Middle East.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall 2013, Fall 2015

- **SOC 251 - SOCIAL PSYCHOLOGY**

An analysis of the processes of social interaction and their effects upon the behavior and attitudes of individuals and groups.

3 credits

- **SOC 252 - ENVIRONMENT AND SOCIETY**

This course is an examination of the historical and contemporary issues related to society's interaction with the natural environment. Emphases will include the social aspects of environmental issues such as ecological degradation, movements to protect the environment, environmental justice, and sustainability.

3 credits

- **SOC 254 - SOCIOLOGY OF YOUTH**

A social-psychological analysis of adolescence and the changing position of youth in society throughout history. The course examines both social structural conditions that have created adolescence as a position of uncertainty and vulnerability in modern society, as well as diverse subcultures which youth have created as collective responses to this position. Cross-cultural and generational comparisons of adolescence will also be examined.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall

- **SOC 256 - SOCIOLOGY OF EDUCATION**

An examination of the institution of education and the structure, processes, and interaction patterns within it. Sociological theories

are presented to analyze the relationship between education and social change and other major social institutions in American society.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall 2013, Fall 2015

- **SOC 265 - POPULAR CULTURE**

An application of the theory and methodology of sociology to a study of popular culture in America. Content will include an analysis of institutional and market processes. Emphasis will be placed on the decision making processes in the mass media, music, film, and television and their respective impact on society.

Prerequisite [SOC 100](#) or [SOC 136](#)

3 credits

Spring 2015

- **SOC 270 - SOCIOLOGY OF HEALTH**

An exploration of the social and cultural facets of health and illness, and the functioning of organizations involved in health care. The social behavior of health personnel and those who are the consumers of health care is stressed also.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Spring

- **SOC 275 - POVERTY AND SOCIAL WELFARE**

This course examines how Americans, both in the distant and recent past, have viewed the poor and conceptualized the problem of poverty. It also investigates the relevant cultural, economic and political factors that help to explain U.S. social policy development.

The roles that social activists, intellectuals, and social welfare specialists have played in framing poverty as a social problem and in raising awareness about poverty are also explored. Finally, the course investigates how poor people have worked collectively to respond to their circumstances and to the policies that have shaped their lives.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall 2014

- **SOC 285 - SOCIOLOGY OF THE FAMILY**

The family as a social institution examined in both historical and contemporary contexts with special emphasis on the American family patterns.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Fall

- **SOC 310 - THE CIVIL RIGHTS MOVEMENT**

An in-depth study of the movement for civil rights from its origins to the present. The struggle for African American freedom and justice is presented in the context of local and national organizations. Seminar topics include the formation of the NAACP, the Brown decision and school integration, the Montgomery bus boycott, voter registration, Freedom Summer, black power, student activism and woman activists.

Prerequisite: [SOC 100](#) or [SOC 136](#)

3 credits

Spring

- **SOC 312 - SEMINAR ON AMERICAN FAMILY ISSUES**

Examination and analysis of current issues related to defining the boundaries of families and intimate relationships, status and role assignments within them, and their connection to the larger social environment. Organized as a seminar based on oral presentations and group discussions. A seminar paper will be required.

3 hours a week. 1 semester. 3 credits.
Spring.

- **SOC 315 -
GLOBAL:UNDERSTAND/INTERWORLD**

This course examines the causes, processes, and consequences of globalization. We will consider debates over what globalization is and means, how it is experienced by different groups and societies in the world, its effects on social institutions such as the polity and economy and on the environment, and struggles to shape the present and future impacts. By the end of the course, you will have a better understanding of the global world we inhabit.

3 credits
Fall

- **SOC 338 - OBSERVING THE SOCIAL
WORLD: QUALITATIVE SOCIOLOGY**

Qualitative research methods are presented through core readings and hands-on investigation. Students will undertake field studies using qualitative techniques such as interviews, ethnography, photography, and participant observation. Possible topics include childhood, learning environments, popular culture, art worlds and sports.

Prerequisite: [SOC 100](#) or [SOC 136](#)
3 credits

- **SOC 347 - SOCIOLOGICAL THEORY**

The development and continuities of theoretical concepts and orientations in sociology against the intellectual and social backgrounds of their times. Differing schools of thought and representative works.

Prerequisite: 15 Social Science credits or departmental approval
3 credits.
Fall

- **SOC 348 - RESEARCH METHODS**

This course will provide students with an understanding of the major components and basic techniques involved in research process, including how to structure a research project, and how to collect appropriate data. Students will have an opportunity to delve into the research venture first-hand by completing individual and group projects.

Prerequisite: [SOC 212](#) or departmental approval
3 credits.
Fall and Spring

- **SOC 350 - APPLIED STATISTICS**

An examination of statistical principles and techniques in the analysis of social science data. Application of computer software packages for statistical analysis will be emphasized.

Prerequisite: [SOC 212](#) or departmental approval
3 credits.
Spring

- **SOC 359 - INDEPENDENT STUDY IN SOCIOLOGY**

An opportunity for the student to do advanced work in a specialized area.

Open to juniors and seniors in Sociology Department, with departmental approval.
3 credits.

- **SOC 370 - SPECIAL TOPICS IN SOCIOLOGY**

This course will include sociological issues, developments or problems not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students. With departmental approval.

3 credits.

- **SOC 400 - SEMINAR IN SOCIOLOGY**

Intensive individual research of a topic of interest in the field of sociology, terminating in a written report; weekly group discussions.

Prerequisite: [SOC 348](#), [SOC 350](#)

3 credits.

Spring

Spanish

Courses that are not scheduled can be made available on sufficient demand.

Majors, Concentrates, and Minors may only take one of the following: [SPN 211](#), [SPN 212](#), or [SPN 215](#).

Survey courses offered each semester on a rotating schedule.

Advanced Courses

[SPN 221](#), [SPN 222](#), and [SPN 260](#) are prerequisites for all courses 300-level and above conducted in Spanish.

- **SPN 110 - INTRODUCTION TO LATINO**

STUDIES

This course will provide an introduction and overview of Latino issues such as immigration, transculturation, transnationalism, ethnic identity, language, education, and employment through the interdisciplinary study of social, cultural, political, economic and historical forces that have shaped the development of people of Latin American origin in the United States over the past 300 years. Conducted in English.

No prerequisites.

3 hours a week. 1 semester. 3 credits.

- **SPN 140 - MIRACLES AND MASSACRES**

ENG 140

“Miracles and Massacres: Jews, Christians, and Muslims in Early English and Spanish Literature,” examines ethnic, racial and religious identity as represented in English and Spanish literature of the 12-16th centuries. In addition to enduring questions of conflict, diversity, and cross-cultural exchange, the course explores political and social relations among the religious communities particular to the medieval world and the Renaissance. The course includes an active online component and culminates with a study abroad experience in southern Spain.

3 hours a week 1 semester 3 credits.

Spring 2015

- **SPN 151 - ELEMENTARY I**

A communicative approach to the fundamentals of the Spanish language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with [SPN 152](#), is designed to enable students to communicate in Spanish in everyday situations. For students who have no previous knowledge of Spanish.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPN 152 - ELEMENTARY II**

A continuation of [SPN 151](#) with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of Hispanic culture. Open to students who have completed [SPN 151](#) or equivalent score on placement test.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPN 161 - SPANISH FOR HEALTH PROFESSIONALS**

A basic course which helps students develop conversational skills in Spanish while enabling them to utilize such skills in medical situations. It integrates grammar and structure with medical/technical vocabulary. Practical application of grammar and medical vocabulary is made possible by means of dialogues, mini-conversations, cued situations and role playing activities. Written skills and reading comprehension skills are also developed. (This course assumes no previous knowledge of the language.)

This course is applicable to the liberal arts requirements of the curriculum.

3 hours a week 1 semester 3 credits.

- **SPN 201 - INTERMEDIATE I**

This course seeks to develop intermediate-level communication skills in Spanish. Students will improve their proficiency in speaking, reading, and writing Spanish through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language. Open to students who have completed [SPN 152](#) or equivalent score on placement test.

3 hours a week 1 semester 3 credits.

- **SPN 202 - INTERMEDIATE II**

A continuation of [SPN 201](#). In this course, students will communicate in Spanish on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed. Open to students who have completed [SPN 201](#) or equivalent score on placement test.

3 hours a week 1 semester 3 credits.

Fall and Spring

- **SPN 210 - FIELD EXPERIENCE IN THE SPANISH LANGUAGE**

An opportunity for students to improve further their verbal fluency and understanding of spoken Spanish. This course includes two hours per week of field experience at an approved location off campus and one hour per week in class. Open to students who have completed at least one course above [SPN 202](#); requires permission of department.

2 hours fieldwork 1 hour classroom session a week 1 semester 3 credits.

- **SPN 211 - READINGS IN SPANISH LITERATURE AND CULTURE**

Readings and discussions based on Spanish literary texts, as well as on essays and articles reflecting the contemporary culture of Spain. Focus on improvement of analytical and writing skills. Conducted in Spanish. Open to students who have completed [SPN 202](#) or equivalent score on placement test.

3 hours a week 1 semester 3 credits.
Spring 2013, Fall 2014

- **SPN 212 - READINGS IN LATIN AMERICAN LITERATURE AND CULTURE**

Readings and discussions based on Latin American literary texts, as well as on essays and articles reflecting the contemporary culture of Latin America. Focus on improvement of analytical and writing skills. Conducted in Spanish. Open to students who have completed [SPN 202](#) or equivalent score on placement test.

3 hours a week. 1 semester. 3 credits.
Fall 2014, Spring 2016.

- **SPN 215 - STUDIES IN HISPANIC LITERATURE AND ART**

An introduction to related themes of literature and art from Spain and Latin America. Focus on development of reading and writing skills. Writers and artists include Gabriel García Márquez, Ana María Matute, Frida Kahlo, and Francisco de Goya. Conducted in Spanish. Open to students who have completed [SPN 202](#) or equivalent score on placement test.

3 hours a week. 1 semester. 3 credits.
Spring 2015, Fall 2016.

- **SPN 220 - ADVANCED GRAMMAR FOR HERITAGE SPEAKERS**

A study of grammatical categories and constructions in Spanish, in some cases explicitly drawing contrasts with English. This course deepens bilingual or first-language speakers' awareness of variation in Spanish, beyond standard or so-called correct varieties. Furthermore, the course provides some introduction to linguistic analysis and helps prospective teachers describe Spanish grammar.

Open to heritage speakers who have completed [SPN 202](#) or equivalent score on placement test. Conducted in Spanish.

Prerequisite: [SPN 202](#) or equivalent score on placement test.
3 hours a week. 1 semester. 3 credits.
Fall or Spring

- **SPN 221 - ADVANCED GRAMMAR**

Study of Spanish grammar, vocabulary, and idioms on an advanced level. Readings and discussions of Spanish and Latin American texts. Focus on development of written and spoken Spanish. Open to students who have completed [SPN 202](#) or equivalent score on placement test. Conducted in Spanish.

Prerequisite: [SPN 202](#) or equivalent score on placement test.
3 hours a week. 1 semester. 3 credits.
Fall or Spring

- **SPN 222 - ADVANCED COMPOSITION AND CONVERSATION**

Focus on improvement of writing, oral, and analytical skills. Open to students who have completed [SPN 220](#) or [SPN 221](#) or with special permission. Conducted in Spanish.

Prerequisite: [SPN 220](#) or [SPN 221](#) or with special permission.
3 hours a week. 1 semester. 3 credits.
Winter, Spring, Summer.

- **SPN 223 - CONVERSATION**

A course intended to help the student acquire a greater degree of fluency in the spoken language. Open to students who have completed [SPN 202](#) or equivalent score on placement test. Not open to native speakers of Spanish.

3 hours a week 1 semester 3 credits.

- **SPN 233 - CIVILIZATION AND CULTURE OF SPAIN**

An introduction to the civilization and culture of the Spanish people. Topics include geography, history, literature, art, music, film and current events of Spain. Conducted in Spanish. Open to students who have completed [SPN 211](#), [SPN 212](#), [SPN 215](#), [SPN 220](#) or [SPN 221](#),

Prerequisite: [SPN 211](#), [SPN 212](#), [SPN 215](#), [SPN 220](#) or [SPN 221](#),
3 hours a week. 1 semester. 3 credits.
Fall or Spring.

- **SPN 234 - CIVILIZATION AND CULTURE OF LATIN AMERICA**

An introduction to the civilization and culture of the peoples of Latin America. Topics include geography, history, literature, art, music, film, and current events of the countries of Hispanic America. Conducted in Spanish. Open to students who have completed [SPN 211](#), [SPN 212](#), [SPN 215](#), [SPN 220](#) or [SPN 221](#).

Prerequisite: [SPN 211](#), [SPN 212](#), [SPN 215](#), [SPN 220](#) or [SPN 221](#).
3 hours a week. 1 semester. 3 credits.
Fall. Spring 2016 Brooklyn Campus.

- **SPN 260 - INTRODUCTION TO HISPANIC LITERATURE**

Readings from Spanish and Latin American literature; literary analysis in the four basic genres: narrative, poetry, drama, and the essay; study of figurative language. Open to those students who have completed [SPN 220](#) or [SPN 221](#) and [SPN 222](#). Conducted in Spanish.

Prerequisite: [SPN 220](#) or [SPN 221](#) and [SPN 222](#)
3 hours a week. 1 semester. 3 credits.
Fall or Spring.

- **SPN 261 - SURVEY OF SPANISH LITERATURE**

A study of representative literature of Spain from its origins to the end of the Golden Age. Open to students who have completed [SPN 220](#) or [SPN 221](#) and [SPN 222](#). Conducted in Spanish.

Prerequisite: [SPN 220](#) or [SPN 221](#) and [SPN 222](#).
3 hours a week. 1 semester. 3 credits.
Spring 2016.

- **SPN 262 - SURVEY OF SPANISH LITERATURE II**

A continuation of [SPN 261](#). The study of the literature of Spain from the eighteenth century to the twenty-first. Open to students who have completed [SPN 220](#) or [SPN 221](#) and [SPN 222](#). Conducted in Spanish.

Prerequisite: [SPN 220](#) or [SPN 221](#) and [SPN 222](#).
3 hours a week. 1 semester. 3 credits.
Spring 2015.



COURSE DESCRIPTIONS



COURSE NUMBERS

Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

The following courses may be offered during the 2013-2014 academic year—including Summer, Fall, Intersession, and/or Spring semesters/sessions/trimesters on both the Brooklyn and Long Island Campuses, unless otherwise noted. Not all of these courses will be available at night or on weekends on both campuses. Consult the semestral schedule of courses for more specific information, including the Long Island Campus Weekend College Trimester Program.

Online Courses: Academic departments sometimes offer courses in an online format. Check the semester course schedule for details.

Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

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Spanish

Courses that are not scheduled can be made available on sufficient demand.

Majors, Concentrates, and Minors may only take one of the following: [SPN 211](#), [SPN 212](#), or [SPN 215](#).

Survey courses offered each semester on a rotating schedule.

Advanced Courses

[SPN 221](#), [SPN 222](#), and [SPN 260](#) are prerequisites for all courses 300-level and above conducted in Spanish.

- **SPN 263 - SURVEY OF LATIN AMERICAN LITERATURE**

A study of the literature of Latin America from pre-Columbian times through the twenty-first century. Conducted in Spanish. Open to students who have completed [SPN 220](#) or [SPN 221](#) and [SPN 222](#).

Prerequisite: [SPN 220](#) or [SPN 221](#) and [SPN 222](#).

3 hours a week. 1 semester. 3 credits.

Fall.

- **SPN 303 - GABRIEL GARCÍA MÁRQUEZ**

A study of the work of one of the most important authors of the 20th Century, Gabriel García Márquez. This course analyzes his masterwork *Cien años de soledad* (One Hundred Years of Solitude) in addition to other writings, with consideration for his different periods, styles, and genres, as well as the concept of magic realism. Conducted in Spanish.

3 hours a week 1 semester 3 credits.

- **SPN 304 - CONTEMPORARY SPANISH DRAMA**

Study of Spanish drama from the 20th century to the present.
Conducted in Spanish.

3 hours a week 1 semester 3 credits.
Fall 2013

- **SPN 305 - CONTEMPORARY LATIN AMERICAN DRAMA**

Study of Latin American drama from the 20th century to the present.
Conducted in Spanish.

Prerequisite: [SPN 260](#) and below.
3 hours a week. 1 semester. 3 credits.

- **SPN 310 - FIELD EXPERIENCE IN BILINGUAL AND SECOND LANGUAGE EDUCATION**

An introduction to current theory and practice in the field of second language and bilingual education. Topics include: theories of second language acquisition, approaches to communicative language teaching, special needs of second language students, and language immersion programs. Students will be placed in a bilingual, an English as a second language, or a Spanish language classroom. Open to students who have completed two courses above [SPN 202](#). Permission of the department is also required.

2 hours fieldwork 1 hour classroom session a week 1 semester 3 credits.
Spring

- **SPN 315 - THE HISPANIC POETIC TRADITION**

A study of the Hispanic poetic tradition, since its origins in the

medieval Iberian Peninsula to its latest developments in the Americas, including Latino poetry in the United States. Course places emphasis on the specificity of poetic language as opposed to other literary genres. Close readings, discussions, translations, and creative activities sensitize students to the use of poetry as a medium of personal and social expression throughout history. Conducted in Spanish.

3 hours a week 1 semester 3 credits.

- **SPN 330 - U.S. LATINO LITERATURE AND CULTURE**

Focuses on the growing body of literature written by U.S. Latinos in recent years. Explores Latino cultural identity through the analysis of novels, stories, performance pieces, poetry, music, and film. Conducted in English.

Prerequisite: [SPN 260](#) or [ENG 201](#).

3 hours a week 1 semester 3 credits.

- **SPN 340 - CONTEMPORARY HISPANIC CINEMA**

This course presents a selection of some of the most culturally relevant contemporary films from the Hispanic world. This course is interdisciplinary and cross-cultural, with an emphasis on the socio-economic and political issues that are raised in each film.

Discussions of the films will be informed by readings of scholarly articles relating to the topics raised and film reviews. Conducted in Spanish. Not open to Freshmen.

3 hours a week 1 semester 3 credits.

Spring 2014

- **SPN 350 - HISPANIC WOMEN WRITERS**

A study of the contributions of Latin American, Latina, and Spanish women authors to contemporary Hispanic literature. Readings and discussions of essays, plays, poetry, short stories, and testimonies explore current social, cultural, and political issues by contrasting different voices and points of view. Conducted in Spanish.

3 hours a week 1 semester 3 credits.

Fall 2015

- **SPN 351 - READING RESISTENCIA: SOCIAL MOVEMENTS IN LATIN AMERICA**

An in-depth study of how ordinary citizens, artists and intellectuals challenged their governments from the late 19th century to the present day. The course examines how grassroots mobilization and cultural production (literature, film, art, songs, etc.) have shaped social and political movements in Latin America. Conducted in Spanish.

Prerequisite: [SPN 260](#) and below.

3 hours a week. 1 semester. 3 credits.

- **SPN 352 - LATIN AMERICA AT THE CROSSROADS**

([RS 352](#))

Offered as an interdisciplinary course between Spanish and Religious Studies, this service-learning course explores the human condition and human rights issues in the Americas, both in the classroom and through hands-on experience. Topics include the legacies of the conquest and colonization of the Americas, indigenous movements, liberation theology, women's rights, immigration, globalization, and trade. Students provide a minimum of 20 hours of service through agencies working with the Hispanic community in the New York area or in León, Nicaragua over Winter or Spring Break. Conducted in English and Spanish.

1 hour of service. 2 hour classroom session a week. 1 semester. 3 credits.

- **SPN 353 - FROM MACONDO TO MCONDO:
VISIONS OF MODERN LATIN AMERICA**

A study of different cultural forms of portraying modern Latin America, from the magical town of Macondo in García Márquez' *Cien años de soledad* to the hyper-globalized world of McOndo described by contemporary Chilean writer Alberto Fuguet. The course analyzes texts by Latin American writers from the Boom to the present, which refer back to and question canonical readings of the identity of the region made throughout history. Conducted in Spanish.

3 hours a week 1 semester 3 credits.

- **SPN 355 - BEYOND WALLS: THE U.S.-
MEXICO BORDERLANDS**

This course explores the various representations of “el México de afuera” (Mexicans living abroad), the differences and interconnectedness between metaphorical and material borders, and the effects of globalization as it pertains to the United States-Mexico border region. Through analysis of works by Chicano, Anglo-American, and Mexican writers and filmmakers, the course analyzes themes and realities such as migration towards the northern Mexican border and immigration to the US, transnationalism, trade and globalization. Conducted in Spanish.

Prerequisite: [SPN 260](#) and below.

3 hours a week. 1 semester. 3 credits.

- **SPN 356 - DECONSTRUCTING THE
CARIBBEAN**

This course explores the various factors that have contributed to the formation of Hispanic Caribbean subjectivities and identities. With a focus on Cuba, Puerto Rico and the Dominican Republic, the course

questions stereotyped notions of Caribbeanness, through a postcolonial approach to their literature and culture. Conducted in Spanish.

Prerequisite: [SPN 260](#) and below.

3 hours a week. 1 semester. 3 credits.

- **SPN 357 - THE CUBAN REVOLUTION:
REINVENTION OF A DREAM**

A study of the Cuban Revolution through the analysis of its aesthetic products, from 1959 to the present, in the context of international relations between Cuba, the US and the former socialist countries of Eastern Europe. Readings and discussions analyze the cultural and literary heritage that has shaped post-revolutionary Cuba, keeping in mind its complexities, ambiguities and contradictions. The course does not support a particular political agenda but seeks to understand the intersections between art and politics from an interdisciplinary perspective.

3 hours a week 1 semester 3 credits.

Fall 2013

- **SPN 358 - THE CITY OF BORGES**

Through the gaze of Jorge Luis Borges and other Argentine writers, filmmakers, and intellectuals, this course analyzes the two forms in which we can interpret the idea of the city, or better yet, the cities of Borges. On the one hand, the course examines texts by Borges and others, in which the theme is his neighborhood, Palermo, and his city, Buenos Aires. On the other, it considers what Borges tells us about his “political” cities: Buenos Aires, Latin America, and the world. With a Global Studies component in Buenos Aires. Conducted in Spanish.

3 hours a week 1 semester 3 credits.

Spring 2014

- **SPN 370 - SPECIAL TOPICS IN HISPANIC LITERATURE AND CULTURE**

This course will include Latin American and Spanish writers, as well as aspects of Hispanic culture not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students. Possible topics include: “Revolutions: Cuba and Nicaragua,” “Reading the Andes,” and “Latin American Popular Culture.”

3 hours a week 1 semester 3 credits.
Spring 2014

- **SPN 401 - SENIOR THESIS SEMINAR I**

Students conduct research for an extended paper on a Spanish or Spanish-American literary or cultural topic. Required of all majors. Conducted in Spanish. For Fall semester Seniors. Adolescent Education students should take Spring semester of Junior year.

2 hours a week. 1 semester. 2 credits.
Fall and Spring.

- **SPN 402 - SENIOR THESIS SEMINAR II**

Continuation of [SPN 401](#). Students write an extended research paper on a Spanish or Spanish-American literary or cultural topic. Required of all majors. Conducted in Spanish. For Spring semester Seniors. Adolescent Education students should take Fall semester of Senior year.

1 hour a week. 1 semester. 1 credit.
Fall and Spring.



REGISTERS



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FACULTY DATA

To meet the specialized professional needs of many of its students, the College has created a special category of faculty called preceptors. Most of the preceptors maintain their regular professional affiliations, thereby providing students with the full benefit of their expertise. There are 12 preceptors in Human Services, 7 preceptors in Health Administration, 20 preceptors in General Studies, 20 preceptors in Accounting/Organizational Management, and 7 preceptors in Mathematics/Computer Science.

In addition to full-time faculty and preceptors, the following numbers of lecturers (part-time, adjunct faculty) taught in the School of Professional and Graduate Studies: Human Services 14, Health Administration 10, General Studies 27, Accounting/Organizational Management 21, Mathematics/Computer Science 11.

STUDENT RETENTION AND GRADUATION

Most of the students in the School of Professional and Graduate Studies (Brooklyn and Long Island Campuses) are part-time students. Of the 171 matriculated students entering in the Fall of 2006, 79% returned in September 2007. Of the Fall 2006 group, 46% graduated by June 2010, 5% in June 2011, and 4% in June 2012, bringing the total percentage of students that graduated by June 2012 to 55%. Five percent of the initial cohort are still matriculated for the baccalaureate degree.

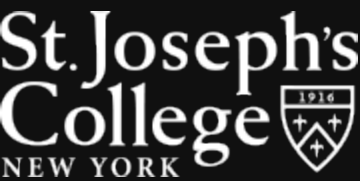
DILLON CHILD STUDY CENTER

Susan Shapiro Ed..D., Director

Nohemi Diaz, M.A.	Head Teacher
S. Patricia Dittmer, M.S., P.D.	Head Teacher
Emily Figueroa, M.A.	Head Teacher
Heather Meagher, M.S.	Head Teacher, Inclusion Class
Eileen O’Donnell, M.S.	Early Childhood Program Coordinator
Sameena Rahman, B.S.	Head Teacher
David Shaffer, M.S.	Head Teacher
Kelly-Johanna Martin, B.A.	Head Teacher, Inclusion Class
Victoria Contreras	Assistant Teacher, Inclusion Class
Margaret Donovan	Assistant Teacher
Debra Gonsalves	Assistant Teacher
Claudia Mariello	Assistant Teacher
Caroline McPherson	Assistant Teacher
Merlina Pollidore	Assistant Teacher, Inclusion Class
Liane VanSlyck	Assistant Teacher

STANDING COMMITTEES OF THE COLLEGE

List of committees and chairpersons will be found in *Faculty* and *Student Handbooks*.



The mission of St. Joseph’s College is to provide a strong academic and value-oriented education

CONTACT

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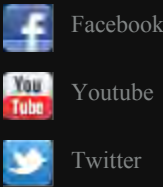
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Joan Thompson, Human Services, Senior Lecturer

R.N.; B.S., M.S., Hunter College; M.S., Queens College

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Post

Heather Woods, Human Services

B.S., St. Joseph’s College; M.S., C.W. Post Center of Long Island
University

FACULTY DATA

To meet the specialized professional needs of many of its students, the College has created a special category of faculty called preceptors. Most of the preceptors maintain their regular professional affiliations, thereby providing students with the full benefit of their expertise. There are 12 preceptors in Human Services, 7 preceptors in Health Administration, 20 preceptors in General Studies, 20 preceptors in Accounting/Organizational Management, and 7 preceptors in Mathematics/Computer Science.

In addition to full-time faculty and preceptors, the following numbers of lecturers (part-time, adjunct faculty) taught in the School of Professional and Graduate Studies: Human Services 14, Health Administration 10, General Studies 27, Accounting/Organizational Management 21, Mathematics/Computer Science 11.

STUDENT RETENTION AND GRADUATION

Most of the students in the School of Professional and Graduate Studies (Brooklyn and Long Island Campuses) are part-time students. Of the 171 matriculated students entering in the Fall of 2006, 79% returned in September 2007. Of the Fall 2006 group, 46% graduated by June 2010, 5% in June 2011, and 4% in June 2012, bringing the total percentage of students that graduated by June 2012 to 55%. Five percent of the initial cohort are still matriculated for the baccalaureate degree

DILLON CHILD STUDY CENTER

Susan Shapiro, Ed.D., Director

Nohemi Diaz, M.A.

Head Teacher

S. Patricia Dittmer, M.S., P.D.

Head Teacher

Emily Figueroa, M.A.

Head Teacher

Heather Meagher, M.S.

Head Teacher, Inclusion Class

Eileen O’Donnell, M.S.

Early Childhood Program
Coordinator

Sameena Rahman, B.S.	Head Teacher
David Shaffer, M.S.	Head Teacher
Kelly-Johanna Martin, B.A.	Head Teacher, Inclusion Class
Victoria Contreras	Assistant Teacher, Inclusion Class
Margaret Donovan	Assistant Teacher
Debra Gonsalves	Assistant Teacher
Claudia Mariello	Assistant Teacher
Caroline McPherson	Assistant Teacher
Merlina Pollidore	Assistant Teacher, Inclusion Class
Liane VanSlyck	Assistant Teacher

STANDING COMMITTEES OF THE COLLEGE

List of committees and chairpersons will be found in *Faculty* and *Student Handbooks*.



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

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ALUMNI

Welcome to the Office of Alumni Engagement website!

Take a look around and use these pages to keep in touch with your alma mater, and stay informed about the latest happenings on the Brooklyn and Long Island campuses.

St. Joseph's College is committed to creating a modern, global community for our more than 32,000 graduates. Our goal is to stay in touch, learn from one another, and keep alive the spirit and values of this great institution.

Interested in discounts for alumni?

Take a moment to read about all the alumni benefits available to St. Joseph's College grads. Whether it's a hotel, restaurant or professional service, you can be sure there's an opportunity to reap the SJC benefits.

Want to buff up that résumé?

Whether you're looking to find your first job or are changing professions, check out our career services page and see how we can help. From résumé critiques to job interview prep, our staff is here to help make sure you're putting your best foot forward.

As St. Joseph's College grads, you are part of a near-century of greatness. Teachers, politicians and entrepreneurs have come before you. Take a moment to read our latest Class Notes and alumni spotlight profile, and let us know if you'd like to be featured.

Whether it's social, professional or otherwise, feel free to call, write, or visit us anytime. We are eager to be in touch!

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28	29	30	1	2	3	4